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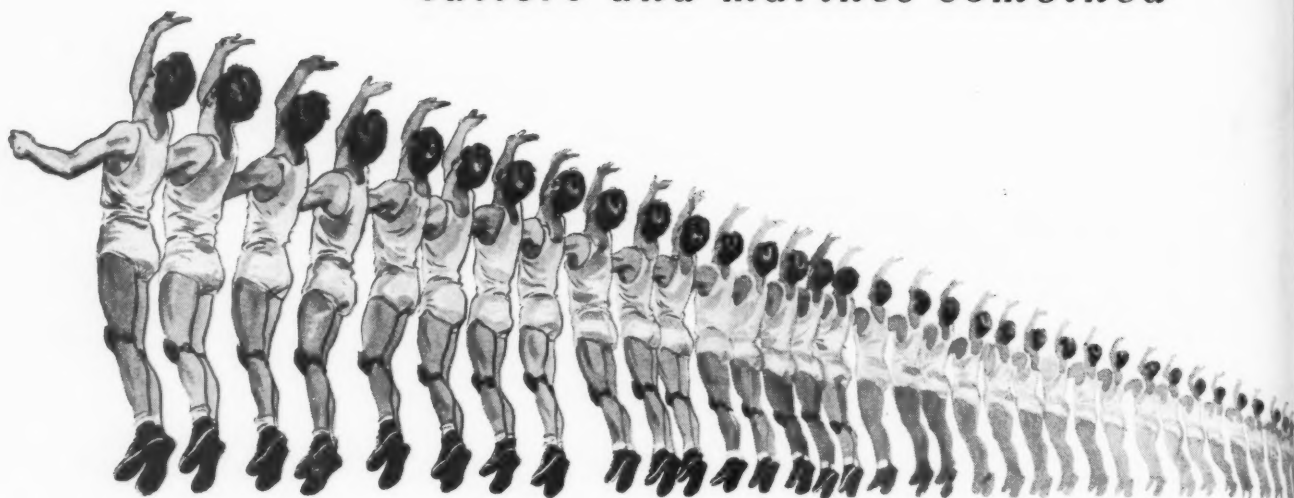
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TTS

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sailors and marines combined*



BASKETBALL is a rugged game, a fast, strenuous game that makes sweat pop out of every pore. That is one reason why "Durene" mercerized cotton jerseys are specified by leading coaches from coast to coast. "Durene" offers vital health protection!

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IN THE ARMY the health, comfort and physical fitness of every man is of paramount importance. That is why mercerized cotton is specified so extensively for Army use. Send for free test kit—demonstrate to yourself the unique qualities of "Durene" yarn.

REMEMBER also that "Durene" garments save money for you. They wear longer, look better longer and are stored with no danger of loss from moth damage. Always specify "Durene."

Durene

DURENE ASSOCIATION OF AMERICA

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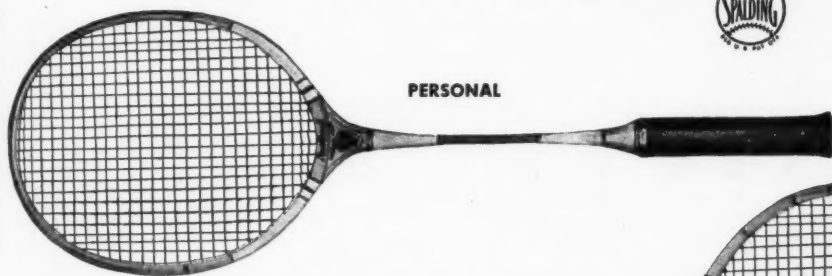
"Steel's the Stuff for Speed and Feel"

—JACK PURCELL

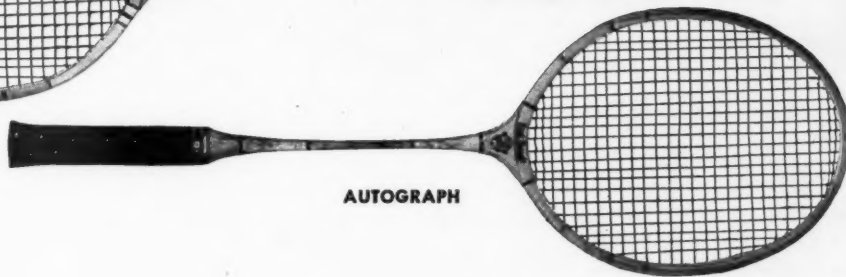
● Speed—burning, blistering speed to set the fastest pace in badminton. It's centered in the steel shaft of these two *new* speed bats by SPALDING. Designed by the world's champion, Jack Purcell, for strength, delicate weighting and knife-like whip.

Both bats have special laminations, special reinforcement at the throat. Both bats have exclusive Spalding steel shafts. JACK PURCELL PERSONAL, the bat the champion uses. Extra-light weight. Large head. New over-lap grip. Available: Gut, Nylon or Silk Strung. JACK PURCELL AUTOGRAPH, an expert's bat, an outstanding value. Step up your program with the world's champion's bats. Gut, Nylon or Silk Strung. A. G. Spalding & Bros., Division of Spalding Sales Corporation.

SPALDING SETS THE PACE IN SPORTS



PERSONAL



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SPALDING *Badminton Equipment*



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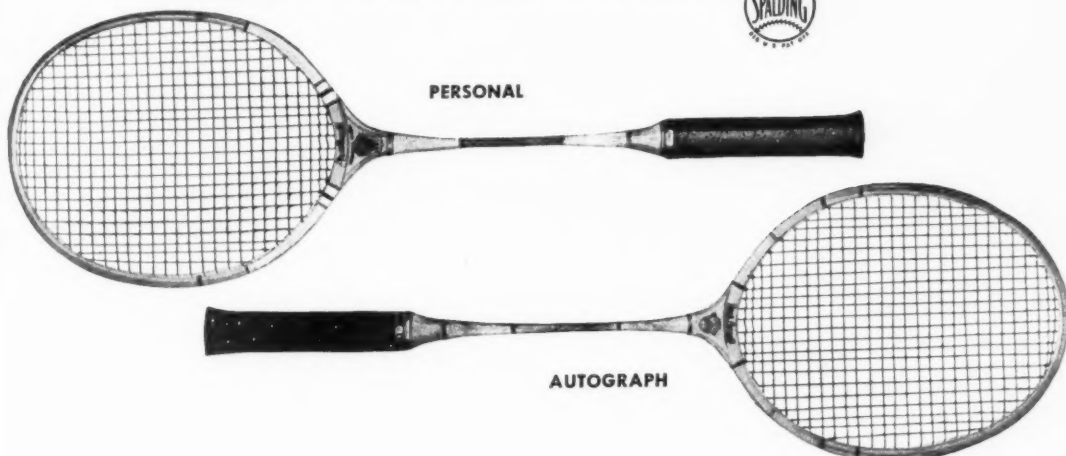
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YOUR first move towards giving your team an offense and defense that "clicks" is to start *this season* on Seal-O-San.

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To start your team out on a slippery, unsightly floor is not sound strategy. Unnecessary too, for the cost of Seal-O-San is still surprisingly low. So apply 100% non-slip Seal-O-San on *your* gym floor now, and start yourself well on the way towards a successful season.

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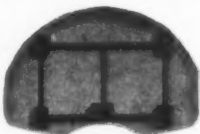
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THE PHYSIOLOGY OF ATHLETICS

VIII Relaxation

FREQUENTLY, when an athlete attempts to improve his performance during a contest, he tenses his entire body musculature in an effort to muster every ounce of his strength.

His appearance at this time is commonly described as being "tied up." As a result of this tension, his movements become less coordinated and his speed diminishes.

The reason for the disappointing result is that he has attempted to use his muscles in a mode of action for which they are not adapted. He has literally tried to push himself.

Muscles never push, they always pull. When they pull, they must pull not only against their levers with their loads, but also against the tension exerted by the antagonistic muscles which are attached to the same lever on the other side of the fulcrum.

Thus, if the antagonistic muscles are contracting in opposition to those pulling the lever in the desired direction, additional work will have to be performed in moving the lever to overcome the extra load. It is in this unproductive manner that the "last ounce of strength" is usually applied.

Muscles at work and at rest

Summing up, it is important to remember that every time a muscle contracts, the antagonist muscle must relax. It does not matter how much power you have to push forward. If the opposing muscles do not relax, the runner cannot generate speed.

For example, have you ever noticed a runner, sailing smoothly along, suddenly stop in the middle of the homestretch and clutch the back of his thigh? It happens many times on every track in the land. What has occurred is this: the hamstring muscle has failed to relax sufficiently and has torn at its insertion on the bone. This is the condition familiarly known as "pulled tendon."

A well-trained athlete appears unusually relaxed, even during periods of greatest stress. This relaxation is not of his working muscles, but of the antagonistic muscles which resist them. Acting in this more efficient manner, he obtains a smoother performance from which he gains additional speed and endurance.

LAURENCE E. MOREHOUSE



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Spectators will get double enjoyment from sports contests, concerts, pageants and other events when you install an RCA Victor Public Address System! It's a sure way to increase your attendance figures.

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DREADNOUGHT Badminton Nets are made in 18, 20, 21, 22 and 24 foot lengths all with a depth of 2½ feet. They're dyed brown—tape bound bottom and ends with patented loops. They comply with all specifications as issued by American Badminton Association. Ask your dealer for DREADNOUGHTS.



The National Scholastic Badminton Tournaments extend to your students (both boys and girls) the opportunity to participate in a fine competitive game under regular tournament conditions. All tournaments are intramural with each school having complete control over the conduct of its own tournaments.

Attractive specially designed and inscribed medals, along with free draw-charts, are available, without cost, to every school holding a tournament. For further details and entry blank, see the announcement on page 47.

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BY NOW, most school men are, or should be, aware that a ten percent tax has been levied on all admissions to high school events—athletic or otherwise. Even now the federal government is setting up the machinery for the collection and reporting of this excise.

Anticipating the confusion this chore will engender, the National Federation, through its executive - secretary, H. V. Porter, carefully sifted the bill, framed a list of pertinent questions and submitted it to the Treasury Department. The interpretations were promptly forthcoming, with the result that some of the problems have been greatly simplified.

For the convenience of those who will be charged with the administration of the new levy, we're passing along the questions and Mr. Porter's "interpretations of the interpretations."

1. What type of printed tickets will be required and in what form will the reports to the Internal Revenue Department be made? Will these be annual reports or otherwise?

Answer: All admission tickets must show: (a) price of ticket; (b) amount of tax; (c) total amount to be paid; (d) place where event is held; (e) either date or a serial number.

The reports are to be made to the Collector of Internal Revenue in the given district on or before the last day of the month following the month in which such taxes are collected. Printed Form 729 may be secured by the school from the district Collector.

2. When admission is less than ten cents, is the event exempt from the tax or does this only apply to children under twelve years of age?

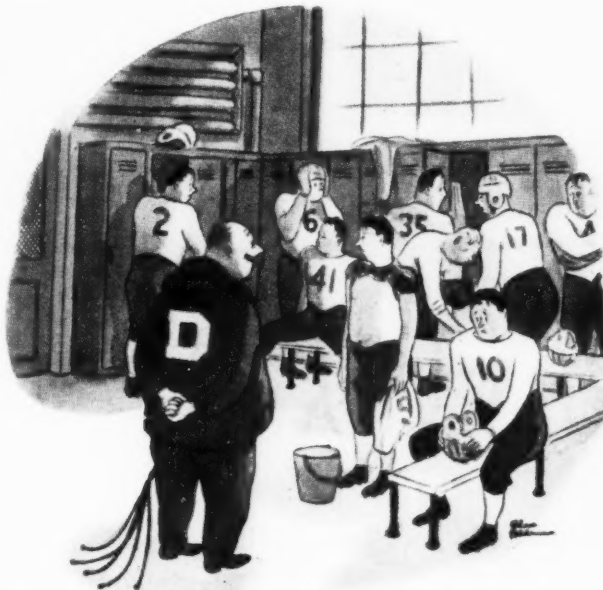
Answer: The tax of one cent for each ten cents or fraction must be paid on all tickets, even though they might be sold for less than ten cents, unless it's to a child under twelve, in which case no tax is required. If a child under twelve pays ten or more cents for his ticket, he must also pay the tax.

3. If students are admitted to an event at a special price of ten cents, while adults must pay 50 cents, will the school be required to pay five cents on each student ticket sold? Also, will it be necessary to pay this five

cents on complimentary tickets issued to students rendering a service, such as playing in the band?

Answer: Band members, helpers, etc., who are admitted free need not pay the tax. If they're admitted at a reduced price, the tax affects only the amount they actually pay.

4. Will the tax be required for school activity tickets (usually issued for the entire school year) where the



Charles Addams in *The New Yorker*

"Now I suppose you all expect a tongue-lashing."

average admission price per event is less than ten cents?

Answer: The tax will be based on the actual price of this ticket, regardless of the single admission price for the events covered by the season ticket.

5. Where student activity tickets include admission to certain science club activities, literary programs, etc., will a tax on the entire season ticket be required or will a certain amount be exempt?

Answer: The tax must be paid on the entire activity ticket until such time as the specific case is presented to the Collector for exemption.

There is no direct statement in this

decision relative to the status of season tickets which were sold prior to October 1. However, since the tax is based on the purchase price of the ticket rather than on the price of admission to single events, it is reasonable to assume that no tax is required on these season tickets. (Remember this is just an interpretation.)

No specific mention is made of events such as tournaments, district band meets or track meets, but since these are events sponsored by the high schools, the ruling relative

to special rates to high school students and to season tickets probably apply to them as they do to other school events.

HAVING been blessed, or cursed, with the inventor's itch, we're always whipping up odd contraptions and infernal machines. Anytime a poser threatens the tranquility of the coach, we always come up with a panacea in the shape of a gadget.

These freak ideas, of course, are given facetiously. But once in a while our inventions come back to haunt us.

Take that brainstorm we had last November. In a spirit of impishness, we invented a "scientific method" for the football coach to commune with his players. *Short Wave Radio!* We quote:

"Equip each player with a receiving set and the coach with a transmitting set to do all the talking as usual. What possibilities! Not only can the coach order the coming play but he can correct the faults of his players, and during the game, too."

Silly? Fantastic? Impossible? Yes, we thought so, too—until we picked up a paper the other day and read:

"Radio communication has reached the football field. Coaches of the army's 41st Division football team will try out two 'walkie-talkie' radio sets during a game between the soldiers and the Boeing Aircraft team of Seattle. Lieutenant Loren W. Tuttle, head coach, will pace up and down the sidelines with a walkie-talkie strapped to his back. Assistant Coach John Hackenbruck will perch on the roof of the press box with another portable set. From his vantage point, Hackenbruck will try to spot plays and openings not discernible to Tuttle down on the field."

Not exactly our idea, perhaps, but close enough. From now on we're patenting every one of our brainstorms.

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Only then will you appreciate the finer qualities of this great ball.

Top grade selected heavy pebble grain leather plus our special deep channel seams (patent applied for) assure positive grip and ease of handling in every phase of the game.

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COACHING THE HIGH SCHOOL SOCCER TEAM

By David Weisberg and Edward Christian

Selecting the players and teaching the six fundamental skills involved in ball control

At Trenton, N. J., Central High School, David Weisberg teaches biology and coaches varsity soccer and Edward Christian serves as vocational guidance counselor and jayvee soccer coach. Under Weisberg, Trenton has won 87, tied 8 and lost only 4 in the past ten years. What's more they haven't been beaten since 1935! This is the first of a series of two articles.

SOCCER has gained a place for itself on the athletic programs of hundreds of high schools, prep schools and colleges. In two states alone, New Jersey and Maryland, more than 250 high schools are represented by varsity teams.

In many schools soccer is a minor sport, while in others it is the major fall sport. Certain sections of the country, and certain cities within these sections, have more or less inherited a thorough knowledge of the game. We think of Kearny, Harrison and Trenton, all in New Jersey, and Philadelphia and Baltimore in this respect.

Boys who live in soccer towns or nearby have an advantage in that they can learn a great deal by observing the experts. Incidentally, this is a good coaching method. Whenever the opportunity presents itself, take your boys to see the big leaguers in action. The American Soccer League has always been generous in this respect, admitting high school players to its games free of charge.

In this treatise on the coaching of the game, we have decided to present our ideas in four sections; namely, positions, ball control, team play, practice and training. We recognize that every coach uses different methods to achieve his objective, which is a winning team. We also realize that one man may have better material to work with than another.

Selecting the players

In selecting his team, the coach must sift his material carefully and pick the boys for each position. Most coaches agree that the five key positions are the halfbacks — left, center and right; and the two insides—left and right. Naturally it's wise to select good players for these positions, as they are the key to your offense and defense.

The right halfback should have a good right foot, the left halfback a good left foot and the center-half should be able to kick with either

foot. A boy who can use both feet has an advantage over his opponent. But most schoolboy players usually have only one good foot.

The halfbacks should be aggressive, unafraid to head the ball and able to make accurate passes and throw-ins to the insides or to the wing men. They should also be fearless in breaking up the play of the opponents.

The insides should be able to use either foot. The inside left naturally favors his left foot while the inside right favors his right. On offense the insides should set up scoring plays, and should be capable of making goals in addition to feeding the center forward. Good inside men also drop back slightly and aid on defense.

Other positions

After the five key men have been selected, the six remaining positions include: goal keeper, right and left fullback, outside right and outside left, and center forward. In soccer, as in most sports, speed is a great asset. But it is not as important as skillful ball-handling and accurate passing.

The center forward should have a good shot with either foot, and the agility to grasp an opportunity when he sees it. Since he gets most of the shots, you want a boy who will take advantage of every scoring opportunity. On the other hand he should also be willing to feed the ball to either inside man or to either wing man if they are in a better scoring position.

The wing men should be able to cross the ball over to the center forward or to the insides. Many goals are scored in this manner. The right wing should have a good right foot, and your left wing a good left foot. Speed is an asset, but accurate passing is more important. They should also be good corner kickers.

It shouldn't be too difficult to find a good goalie. Often a boy who plays basketball or baseball fits the bill nicely. Ability to handle the ball cleanly and to get it away by throwing it towards the left or right, never down the center, or to kick it similarly, is necessary. A fairly tall, rangy lad with agility is desirable. Try to select a boy who can move either to his left or right with equal facility.

The two fullbacks should be fearless in tackling opponents and in breaking up plays. They should also be able to head the ball well when they're unable to get a foot on it. Boys who can kick the ball fifty or sixty yards are not essential. An accurately placed kick of twenty yards is better than a long one which goes directly to an opponent. Ability to boot with either foot is an asset, but if you have "one" footers, place them on the side they favor.

Ball control

Ball control embraces six fundamental skills: trapping, passing and kicking, heading, shooting, throw in, and dribbling. Of the various methods of trapping, the body trap is one of the most useful. However, it is a difficult stunt to master. Just before the impact of the ball on the chest or stomach, the body is sucked back. When executed properly, the ball will drop at the player's feet.

Trapping with the foot is easier and thus more common. The idea here is to trap the ball between the ground and the foot, just as the ball touches the ground.

In moving the ball along, the pass with the inside of either foot is the most accurate method for beginners. This is not as powerful a boot as the instep kick, which is preferred by experienced players, but it is easier to learn.

A good way to teach the instep kick is to have the boys practice in sneakers. After hurting their toes a few times, they soon learn to kick with the instep.

Lead the receiver

Some players can also pass with the outside of either foot, particularly on short passes. In any light the pass should always be aimed a little ahead of the receiver, never behind him.

In heading a ball the boy should meet the ball with the front or either side of his head. He should never stand still and let the ball come down on top of his head. Wherever possible the ball should be headed to a teammate.

Two methods of shooting are recommended. One is the blast shot, a hard instep kick, while the other is

(Concluded on page 45)

BASIC SKILLS and TECHNIQUES



No. 1: The short pass with the inside of the foot is one of the most popular methods of relaying the ball. The player carefully times the roll and, as his weight passes over his left foot, contacts the ball with the inside of his kicking foot. The ball is thus relayed to a teammate on the passer's left (not shown in series).

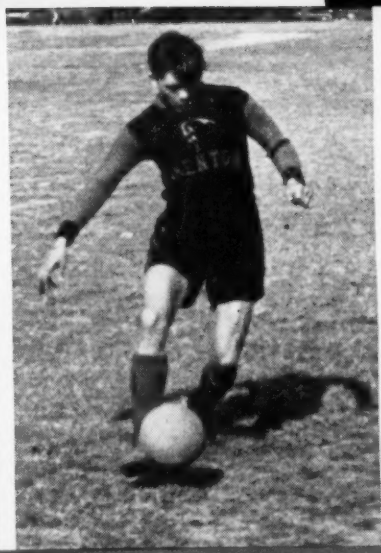
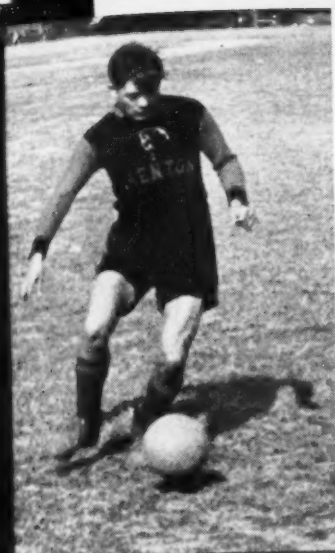
No. 2: In dribbling the idea is to control the ball so that it remains within range of the feet. The ball is shifted from the inside of one foot to the inside of the other, at a rate of speed commensurate with good balance. The ball is not kicked; it is, more or less, coaxed. With practice, players will acquire a sensitive touch.



No. 3: Trapping the ball with the foot is a technique used to bring the ball under control. The ball is hit with the foot, and the player's body is positioned to receive it.

3

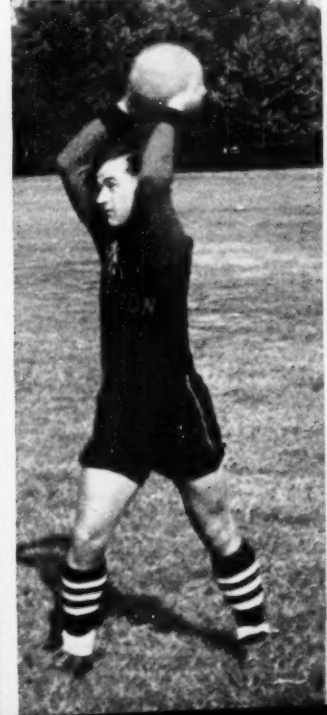
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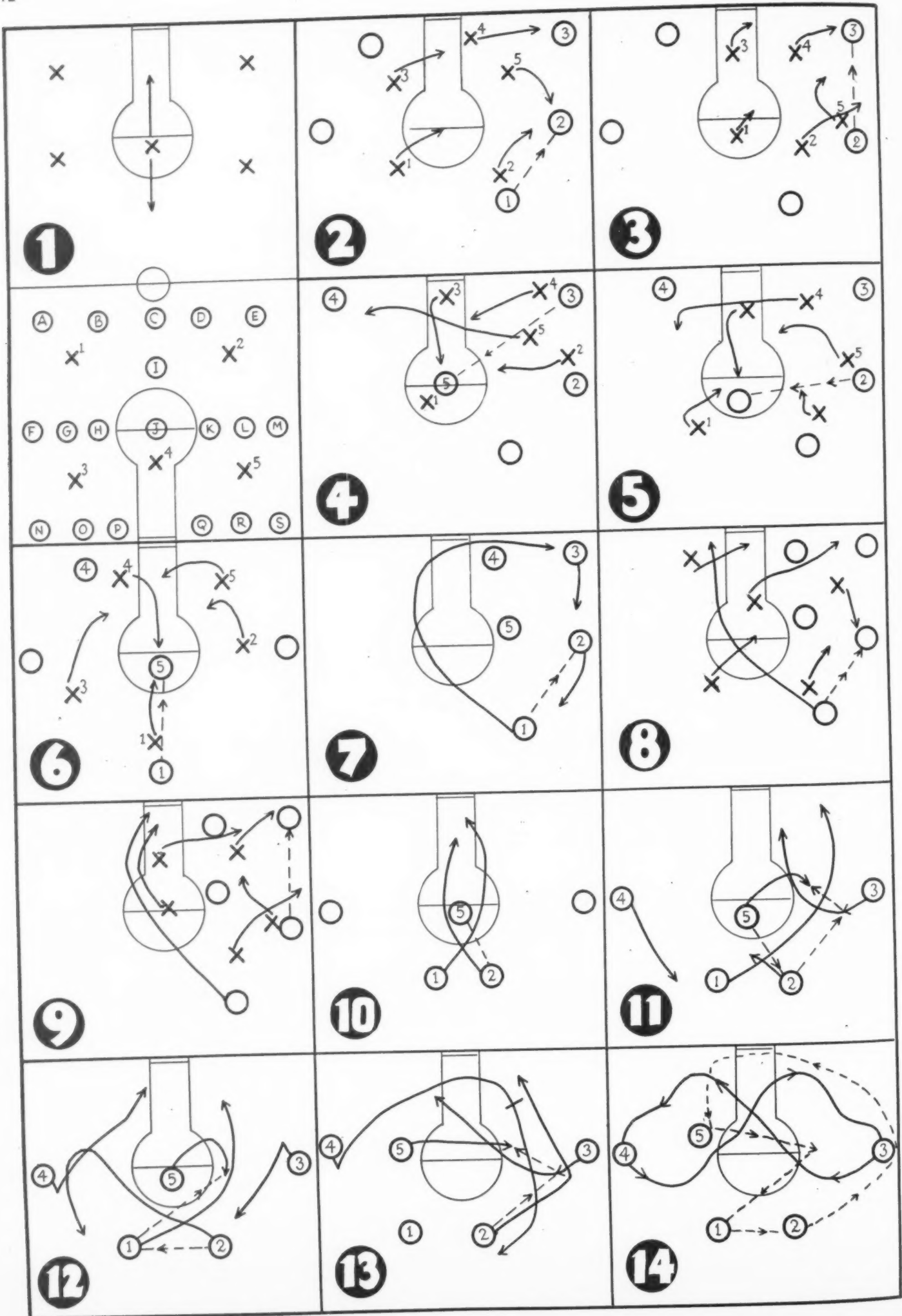


No. 3: While difficult, the single-foot trap is probably the surest way of bringing the ball under control. The player watches the ball like a hawk. As it is about to hit the ground, he raises his foot about ten inches. Then, as the ball hits, quickly places the bottom of the foot on top, stopping the ball dead.

No. 4: Good "headers" play the ball; they don't allow the ball to play them. The athlete approaches the ball while it is in flight, carefully judging the distance. At the right moment, he springs to meet it, drawing his head back at the same time. The ball is contacted on the upper forehead with an upward thrust.

No. 5: On throw-ins from the sideline, the player mustn't leave his feet or throw the ball from in front of his head. The toss must emanate from in back of his head. The ball is brought back and released with a strong snap of the wrists, for distance and accuracy. It is well to remember accuracy is most important.





From Coaching School Notebooks

John Lawther

Reported by Wendell D. Mansfield
Springfield College, Springfield, Mass.

AT THE Eastern Coaching Clinic, the master of zone defense, John Lawther of Penn State College, stripped his team defense of its mystery and showed just what makes it tick. Then, as an after-spice, he outlined a plan for combatting both the zone and the man-to-man defenses.

Although most coaches profess to be straight man-to-man addicts, Lawther believes that nearly all of them are using zone principles. The principle most commonly adopted is that of dropping back the man farthest removed from the ball, to aid in clogging up the middle and intercepting passes.

Contrasting the modern zone to the old, Lawther averred that "their only similarity lies in that they both play the ball. Assigning players to fixed areas and holding them responsible for any scores or vital passes in their belts, disappeared with the old zone.

"Today every player concentrates on the ball in dangerous waters, sliding into defensive position as the ball arrives in scoring territory. The defensive area always follows the offensive threat. This ebb and flow is called the sliding zone defense."

Lawther specializes in these sliding tactics. He organizes them in several patterns, the most common of which are the three-back and two-out, the three-out and two-back and the two-one-two defenses. The selection of defense for a particular game depends upon the opponents' style of play. In some spots Lawther will use a four-man zone with the odd man playing man-to-man all over the court.

In educating his players to follow the ball rather than the man, Lawther sets up two teams in one-half of the court. The team on defense consists of five men, who stay on defense all the time. The offensive team comprises eight or nine players.

This unfair distribution compels the defense to watch the ball unflaggingly, as it is impossible to cover all eight or nine of the opponents. The drill is used a great deal in the early part of the season.

Diag. 1 shows the ingenious, time-saving device which Lawther uses

for teaching the slide to new players. The State coach wants at least one tall man who can intercept passes and recover rebounds. This player, No. 4 in the diagram, is the middle man in all his conventional defenses.

The upper part of the diagram shows the two-one-two zone as played by Penn State, while the alphabetized circles in the lower half represent offensive positions. As an illustration of how the chart works, let us suppose the ball is in possession of B. X1 immediately covers him. B passes to F and X3 slides over to cover. Other examples of defensive coverage follow:

Position of Offense Zone Men Covering

A - F - N	1 - 3 - 4
A - F - H - N	1 - 3 - 4 - 3
B - A - C	1 - 1 - 2
C - J - P	1 - 4 - 5; or 2 - 4 - 3
C - J - M	1 - 4 - 2; or 2 - 4 - 5

There's nothing radical about the stance Lawther uses. The feet are well apart with the weight of the body over the balls of the feet, the arms are fully outstretched, the eyes on the ball and the whole body on the alert for the unexpected.

In sliding, the feet are never crossed, no matter how long the slide. The footwork corresponds to that of a boxer. The players slide, or shuffle, rather than cross-step. During this slide, the eyes are always on the ball and the hands up in position to intercept passes and worry the offense.

Following these general suggestions Lawther diagrammed a few typical game situations and the *modus operandi* of the zone. When the ball is passed to the side, as in **Diag. 2**, X5 immediately advances and covers the receiver to stop him from passing or shooting. X2 drops back and covers the lane, preventing 2 from passing into the foul line or making a return pass to 1. X4 shifts toward 3 in the corner and X3 and X1 cover the foul lane and circle, respectively.

The second step of the sideline attack is shown in **Diag. 3**. The ball is passed from 2 to 3, the corner man. X4 covers 3 and prevents him from shooting or passing. X5 takes the lane, in the path of a pass to the foul line, and X2 covers 2 so that 3 cannot return pass to him. X3 stands in the way of a pass to 4.

The third play of the sequence is the successful pass-out to the foul line (**Diag. 4**), necessitating the most difficult defensive slide, X3

and X1 immediately envelop 5, who has come over to the foul line. X5 makes a long slide over to cover the lane, preventing a pass to 4. X4 slides off 3 and prevents a return pass to him, either in the corner or cutting for the basket. X2 covers the lane, blocking any attempt to pass to 2 at the side.

On direct passes to the foul line from 2, there is a slight change in the method of sliding. The defense is shown in **Diag. 5**. X4 and X5 are the only players concerned. They exchange positions in a manner just opposite to that in the preceding diagram. X4 takes the long slide to cover 4 while X5 covers the lane to prevent a pass to 3.

Lawther declared that the attack down the middle is his pet method of combatting a zone. In **Diag. 6** he describes just what he does when 1 passes to 5 at the foul line. X4 and X1 surround 5 at once, while X2 and X3 slide back to cover the passing lanes into the corners and sides. X5 covers the lane just out in front of the basket, where he can intercept a pass to 4 or turn and take the rebound.

In summarizing these defensive maneuvers, Lawther reiterated several of the salient features of his zone:

1. The defensive players deploy in the area of an offensive threat.
2. The pass-out lanes are always covered to prevent a continuous passing of the ball.
3. After passing, the passer must be covered to prevent a return pass in dangerous territory.

Offensive suggestions

Having outlined the zone defense, Lawther then proceeded to show how to attack it. In general he subscribes to two fundamental principles:

1. Each play should finish with three men following up the rebound. Exceptions will occur in interceptions or trick plays.

2. Each play should have two men in position, or moving into position, to pick up the opponents in case of an interception or fast break.

Against three-back and two-out zones, Lawther likes to overload. He tries to confuse the defense and force them into long, difficult slides. In all his offensive maneuvers, he deploys his two tallest men in set

(Concluded on page 39)

VOLLEYBALL TECHNIQUES

This is the second of a series of two articles by Josephine Burke, of the department of physical education at Hunter College of the City of New York. Miss Burke is chairman of the national sub-committee on volleyball for girls and director of the new 16mm. film, "Techniques in Volleyball," now being distributed by the Scholastic Coach Bookshop. The author, last month, covered individual techniques.

THE essential difference between playing volleyball as a recreational activity and as a competitive sport lies in the stress laid on teamwork.

In the recreational game the joy of playing for play's sake is stressed, as well as the playing of the ball to insure activity. In the skilled game, while the accent is also on enjoyment, cooperation takes precedence.

As in any competitive sport, success hinges upon the ability of the players to function as a unit. Effective handling of the ball, sound passing, quick thinking and good timing comprise a winning formula. But unless these ingredients are mixed well, they will go to waste.

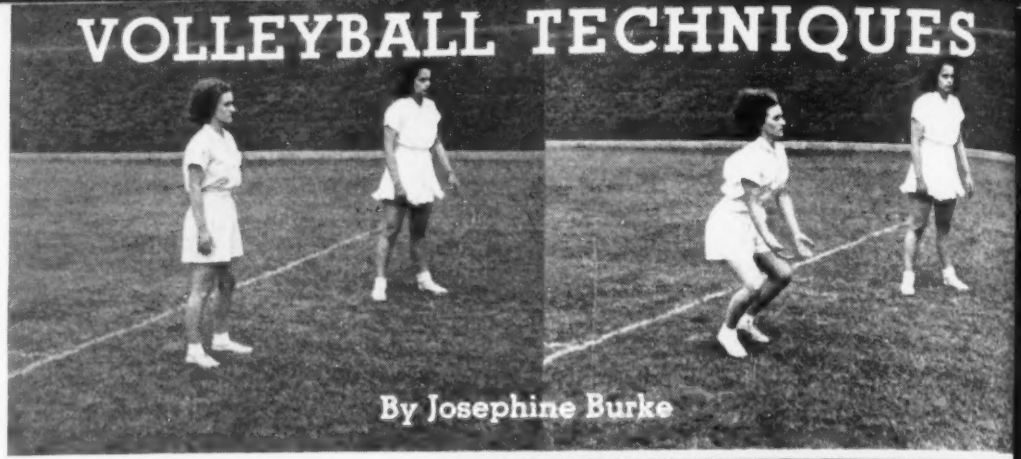
A player who is unable to adapt herself to the team pattern is of little value to the group. When individuals lose their identification, they are truly functioning as a team. It is essential for each player to learn her own position and at the same time learn how to back up another player.

The back line is called the defense line. These players rarely return a ball. Their job is to stop the ball and make a playable pass. For this purpose, the most utilitarian technique is the low block. It is a difficult skill to learn as it requires the handling of a swift ball in a low position.

As the ball comes over the net, the player goes into a crouch to get under it. The feet are apart and the eyes on the ball. The hands are extended in front of the body, below the waist level, in readiness for the play. The wrists are firm and the fingers relaxed. Upon contact, the ball instantly rebounds. If the ball isn't travelling fast, a little wrist action will help get it away.

The player should be aware that a spiked ball whips over the net with speed. Thus, merely positioning the hands correctly will cause the ball to rebound in the proper direction. The entire body enters into the execution, especially in the follow through. The player never rehandles the ball. It is relayed directly to a set-up player.

As the low block is essential in returning spikes, every player should learn the skill. The center line uses it constantly when the forward line fails to block at the net



The Low Block

or when a good placement falls in the center area. Net players usually employ a high block but they, too, must occasionally go down for the ball.

Summing up, we can say that the ability to convert swift spikes into playable passes by means of a low block is the yardstick by which to measure back-line players; and that this technique should be mastered by the entire team so that any player can adjust herself to any position at any time.

Backing up

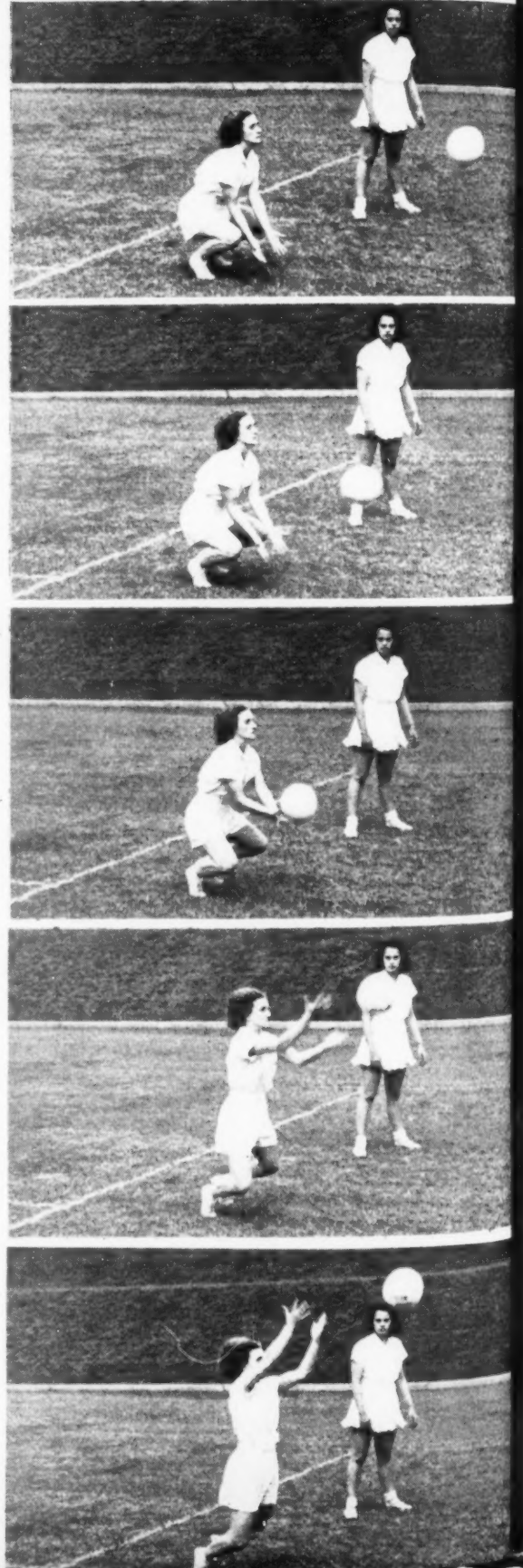
Backing up another player is important in building team play. Balls often come over the net with such speed that the first person handling it is unable to gain control. In most cases, the ball rebounds backward and is lost unless the rear player backs up the play. Usually, the ball just tips the player's fingers or palms and continues on its flight toward the base line. This is especially true on high, swift balls, where the player has to jump to make contact.

If the player has been coached to keep an eye on the ball, regardless of whether it is being played by a teammate or not, she can sense these "foul tips" and move into position for the save.

In the series (p. 16) showing a "foul tip" play, it can be readily seen that the first player handling the ball fails to gain control. The ball rebounds off her fingers in a backward direction. She senses a "foul tip" play and turns quickly to keep her eye on the ball. The back players rush in to make the play. Since the ball is headed toward the ground, the rear player crouches and gets under it. Thus, a point is saved.

In most artfully played games of volleyball, one rarely sees a player hitting the ball directly over the net after receiving it. Usually a back-line player receives the ball and plays it from a low block. She passes it carefully, with a single tap, to a center or forward-line player.

(Continued on page 16)



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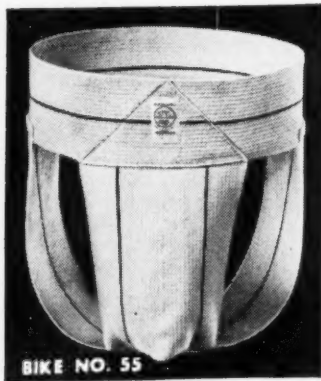
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Volleyball

(Continued from page 14)

The next player is called the feeder. She sets up the ball, putting it above the net line and in front of the spiker. The feeder may hit the ball twice in succession. She should take advantage of this privilege, gaining control with the initial contact and setting it up on the next tap.

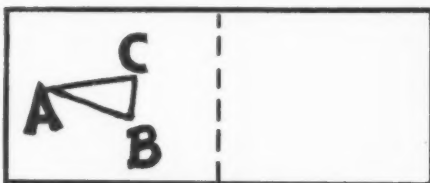
The third player to handle the ball is called the spiker. She jumps to meet the ball and smashes it forcefully downward. This is the "killer"—the stroke that scores.

This sort of triangular *motif* is fundamental in the men's game. It should be just as fundamental in women's volleyball. The three-man play is based on sound passwork and requires the utmost cooperation.

Although three people are involved in the handling of the ball, everyone should be on the alert for a miss. Even though definite plays are rehearsed and everyone knows that when left back receives the ball she will pass to left center, and left center to left forward, the players on the right side of the court should be mentally and physically alert, and resourceful enough, to play the ball if it should carom towards them after a poor set-up.

For variety, a ball may come from left back and be killed by the right forward. Shifting tactics make the opponents work harder.

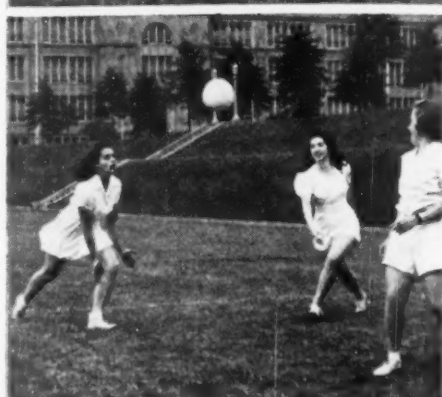
The fundamental triangular play may be practiced in threes, as shown. In this drill the width of the playing area is narrowed but the length remains the same as in the regulation game. This approximates actual game conditions.



Three players make up a team, covering the court in this fashion: A in the back and near the center; B at right center and C near the net on the left-hand side. All the official rules apply.

The rear player learns to block balls and block and pass successfully. The center player learns to set up for the spiker and to handle spikes in the mid-court; while the forward player absorbs the techniques of net blocks, spikes and placements.

Even in this three-man affair, the
(Concluded on page 31)





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HOW TO BAT

BY THE EDITORS OF SCHOLASTIC COACH

HITTING a softball is a matter of split-second timing. With the pitcher only 43 feet away, you've got to size up the pitch and "cut" away in the same split-second. You can't follow the ball in or swing from the toes, as in baseball. You need a faster, shorter swing.

The best softball hitters grip the bat firmly but not too tightly with the hands close together an inch or so from the end. As shown in the pictures the feet are spread comfortably apart, almost parallel with each other. The front toe points

obliquely towards the pitcher. The shoulders are straight, the knees slightly bent and the arms away from the body.

On the delivery the batter steps forward (not back or to the side). The weight shifts forward and the bat is swung on a level plane. The ball is met in front of the plate. A final wrist snap imparts the power. The bat should not stop upon contacting the ball; it should follow through in the direction of the hit. To pull a ball, step in the direction of the intended flight.



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THREE

-MAN

PLAY



TWO-MAN PLAYS FOR EVERY SITUATION

By Charles Liebowitz

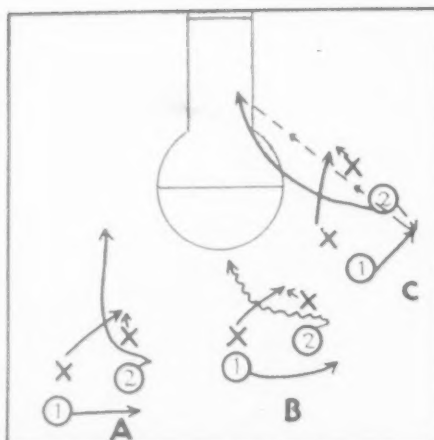
While the defensive alignment dictates the offensive course, the guards may be manipulated by clever ruses

To Charles Liebowitz, basketball is both a vocation and an avocation. He has studied, analyzed, played and coached the game his whole life. In Puerto Rico he is Mr. Basketball himself. He coaches the University team, acts as technical advisor to the Insular Basketball Federation and serves as honorary advisor on general sports to the Government Sports and Amusement Commission. He has conducted instructional clinics throughout Puerto Rico and the Dominican Republic, lecturing at all the colleges, high schools and sport organizations. Following this article on two-man plays, he will outline the mechanics of his new offense.

PROFESSORS of hook shots and dribbles have always been somewhat perplexed by the question of fixed versus loose offenses. Exactly how set should an offense be? Should the boys play the game close to the coach's vest, making every move according to a definite, preconceived plan; or should they be given a sketchy outline and the liberty to fill in their own details?

There is much to say for both theories. But life, and space, are too short to delve into them here. It is obvious, however, that no matter what kind of system a coach subscribes to, its effectiveness can always be increased by the incorporation of certain tactics which the player as an individual, and not as a mere cog in a machine, can utilize.

These tactics are predicated, for the most part, on an understanding of the guard's fortes and weaknesses. Hence, the first concern of the attacker should be to determine



DIAG. 4: When X1 slides to the inside, the offensive pair may counter as shown. 1 never cuts, as he has no screen. On the other hand 2 may work X2 into X1 by timing his cut as in sequence A, by timing his dribble as in sequence B, or by flipping the ball to 1, working X2 into X1 and cutting for the basket. If 2 shakes loose, 1 whips him a return pass.

his man's style of defense; how much room he gives, how he reacts to various feints, does he switch, is he easy to screen, does he turn his head, is he fast or slow, tall or short, strong or weak, etc.

The attacker should be able to adapt himself quickly to the situation. If he's been well-grounded on fundamentals, his reflexes will act almost automatically.

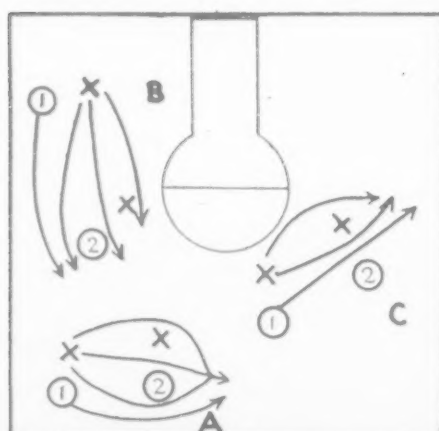
Let us suppose our offensive player has the ball. His first impulse is to shoot. Perceiving his guard too deep to harass the shot, he lets go.

The next time he gets the ball, the defensive player is more cautious and guards him closer. So the ball-handler tries to dribble through. The third time, the guard is prepared to stop either a shot or a dribble. The opportunity is then ripe for some real deception. The offensive player feints, drawing his guard out of position, and dribbles through.

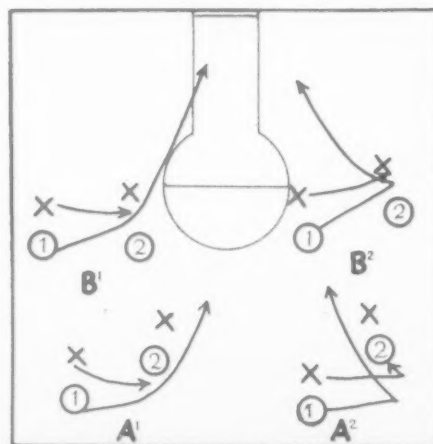
A similar progression may be developed for working without the ball. Let us suppose a teammate has the ball. Our attacker first tries to circumvent his guard with a straight cut. Then he simulates a drive to the basket and, as the guard quickly retreats, fades back for a shot. Next time he starts a drive toward the basket, fakes fading back and, as the guard moves up, picks up steam again and cuts by him. Other good maneuvers in this sequence are changes of pace and direction.

When the attacker perceives he is being guarded passively, he may become a feeding pivot. If the guard cannot switch or switches slowly, the pivot acts as a post-screen and feeder for teammates cutting by. These tactics, after successful employment, will eventually get a rise out of the guard. In his anxiety to break up the plays, he will start switching too soon. The pivot then fakes the feed flip-off, pivots in the opposite direction and dribbles to the basket.

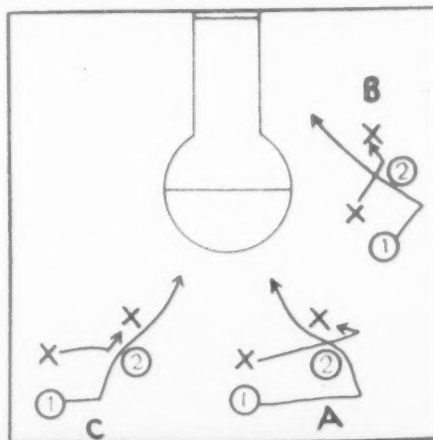
(Continued on page 20)



DIAG. 1: In sequences A and B, 1 cuts outside of 2. This leaves X1 three sliding possibilities. He may follow 1 by sliding outside; he may move in between 2 and X2; or he may slide inside. In sequence C, 1 cuts in between 2 and X2, leaving his man two possibilities: a slide inside or outside of X2. 1 watches his man through peripheral vision. X1's move determines the course of action.



DIAG. 2: In sequences A1 and A2, we assume that X1 covers 1 by sliding outside. 1 has at least two good moves, as shown. In making his break he cuts as close to 2 as possible so that he can brush X1 off or rub him out. If he cuts by too widely, he gives X1 room to follow him. The B sequences are similar, except that 1 cuts between 2 and X2. X1 tries to slide through the same way.

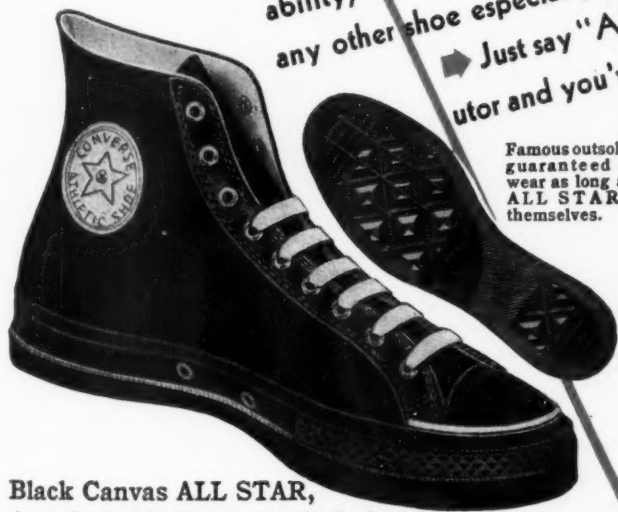


DIAG. 3: Here 1 cuts to the outside and X1 tries to follow him by sliding in between 2 and X2. In sequence A, 1 pulls a sudden change of direction, taking the last step with his right foot, then taking a long cross-step with the same foot, without straightening the body, and driving diagonally between 2 and X2. In sequence B, 1 changes direction and cuts straight through, passing X2 very closely. In the third sequence, 1 cuts diagonally through.

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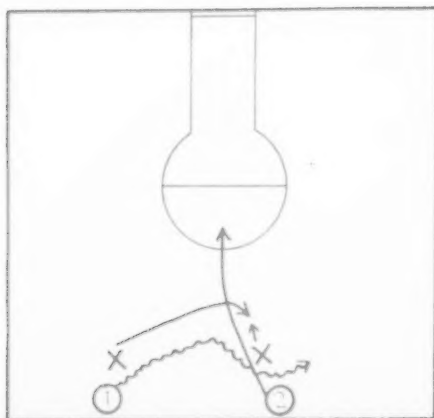
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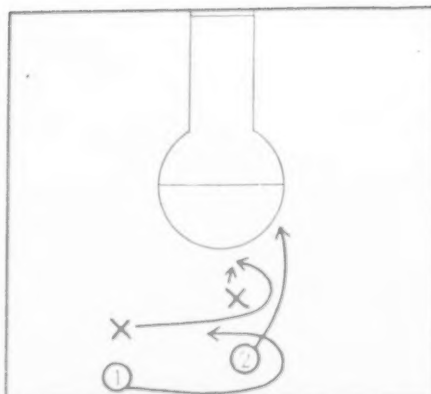
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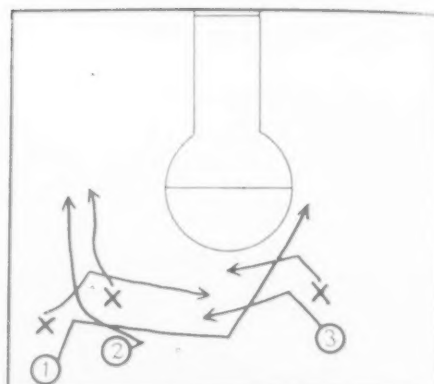
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DIAG. 6: 1 takes a dribble into the basket, forcing his guard to drop back, and then dribbles in between 2 and X2. Timing his cut carefully 2 drives down on the inside, running his man into X1.



DIAG. 7: As 1 cuts to the outside of 2, X1 slides between 2 and X2. 1 suddenly changes direction with the idea of working X1 into X2 on a diagonal cut. But X1 drops back. Noticing this, 2 cuts, projecting his man into X1.



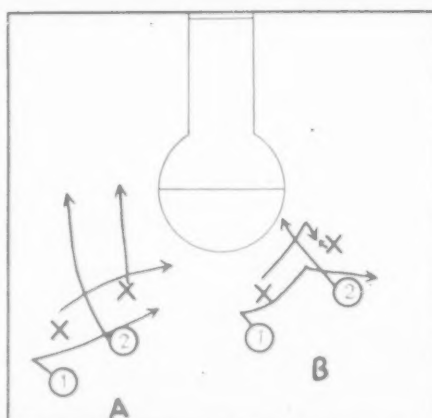
DIAG. 9: As in the preceding diagram, 1 attempts to screen for 2, who tries to work X2 into X1. As 2 breaks for the basket, 3 moves over in mouse-trap fashion. 1 cuts sharply around the screen, running X1 into X3.

Some guards give their men plenty of room in some situations and very little in others. If they don't box out their men after a shot, the offensive players should become rebounders. Another good point to analyze is the condition of the guard. If the guard appears poorly conditioned, a smart attacker will wear him down before really going to work on him.

A particularly good weakness to spot is the over-zealousness of some guards to intercept passes. During a time-out the offensive man whom the guard is playing, should tip off his teammates. Upon resumption of play his teammates may start faking passes to him, sucking his guard out of position and allowing the attacker to cut down the guard's blind side.

One of the most common defensive faults is leaving the feet to stop a shot. The proper counter-action, of course, is the old but always reliable up-and-under, faking the shot and dribbling by.

The use of single and double feints depends in great measure upon the reaction-time of the guard. If the guard's reflexes are slow, for



DIAG. 5: In these plays, 1 should always run through as close to X2 as possible; otherwise 2 is forced to take a roundabout path, thereby losing precious split-seconds and the timing necessary to work X2 into X1. Sequence A illustrates the wrong way of running between 2 and X2; sequence B the correct method. 1 takes a drive to the basket, forcing X1 farther back.

example, a single feint is usually all that is needed to drive by him.

A hypothetical situation may help bear this out. Suppose the attacker is deployed near a sideline or out around the 20-foot mark. He wants to shake his man loose and drive for the basket. The guard's reaction time is slow. An observant offensive man will feint either right or left, sucking his man over, and then cut or dribble.

An unobservant attacker may cross himself up with one too many feints. After feinting to the right, let us say, and drawing his man over, he may decide to try another feint before cutting. So he feints left, and then tries to cut down the right side. Much to his surprise he may run smack into the guard, who is just recovering from the first feint.

While the offensive player is studying his guard, the latter is subjecting him to the same sort of analyzation. He catalogues the attacker in the same fashion. He dis-

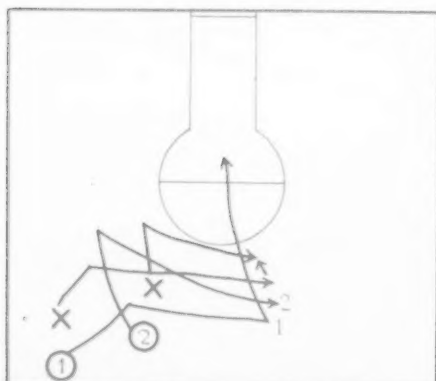
cerns his speed, shooting and ball-handling ability, shiftiness, endurance, whether he is equally strong on both sides of the court, whether he favors either side, how he reacts when rushed, whether he fast breaks, etc.

Wherever the guard succeeds in devising the correct counterchecks, the attacker must employ the help of a teammate to score.

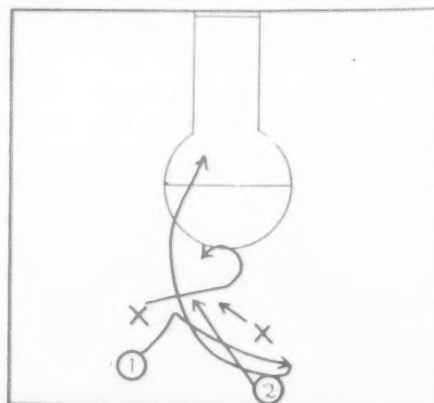
This brings us to two-man plays. Naturally, since there are now two guards to circumvent, the problem of scoring becomes doubly as complicated. The demands on the attackers' resources are heavy. And it is here that we see basketball at a strategic, artistic peak.

Much of the success of these two-man plays depends upon the deployment of the defense. The guards move, or slide, with the offense. During this sliding action, the *relative positioning of the guards determines the offensive course*. The offensive players must build their attack according to the defense. But they may dictate the setup by cleverly-contrived ruses.

(Concluded on page 28)



DIAG. 8: Here 1 screens for 2, who attempts to work X2 into X1 or cause X1 to impede X2's progress. The maneuver fails. 2 then comes back and sets up the same play for 1 on the opposite side.

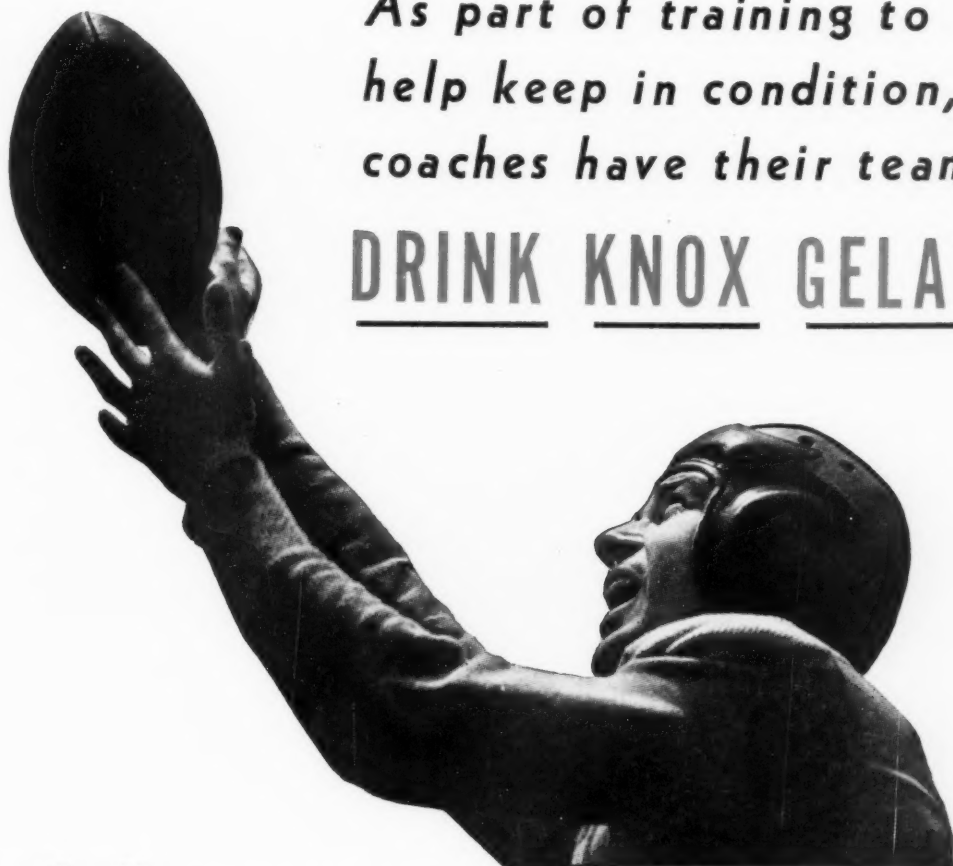


DIAG. 10: Continuing this sequence, 1 screens for 2, but when 2 attempts to cut through, X1 switches. 2 stops immediately and 1 tries to run X2 into 2. Should X1 switch again, 2 has an open path to the basket.

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- ① 2 tablespoons (envelopes) twice a day for 10 days. Take before and after practice period. Or, if squad has 2 practices a day, such as football, take after each practice.
- ② Then, 2 tablespoons (envelopes) once a day. Take after game or practice period, preferably after shower.
- ③ If an individual shows loss of weight, try increasing the feeding by 2 extra tablespoons (envelopes) a day.
- ④ The recommended way to take the gelatine is in $\frac{3}{4}$ glass of plain water (room temperature), or grapefruit juice and water may be mixed 50-50; 4 oz. of water and 4 oz. of grapefruit juice. Pineapple juice may be substituted for grapefruit juice.
- ⑤ How to Mix: Pour onto the liquid 2 level tablespoons (envelopes) of Knox Gelatine. Let liquid absorb the gelatine. Stir briskly and drink before it thickens.

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ORGANIZATION FOR TEACHING BASKETBALL

By Blair Gullion

The time allotted to fundamentals hinges on the needs of the squad, individually and collectively

Blair Gullion, the astute Cornell University basketball mentor, is a devout fundamentalist who has written two books on the subject, "100 Drills for Teaching Basketball Fundamentals" and "Basketball Offensive Fundamentals Analyzed," and several excellent articles in "Scholastic Coach." The idea for his latest article germinated from the many requests he received for copies of his talk on methods of teaching fundamentals before the National Basketball Coaches Association last spring.

EARLY November is probably the most important period of the year for the basketball coach and his squad. It is at this time that the foundation for a successful or unsuccessful season is laid. The groundwork consists of a carefully-planned program of fundamentals. Upon the degree this fundamental instruction is absorbed rests the future of the team.

The coaching or teaching of the basic skills should not be a haphazard, dilatory sort of affair. It should be based on good, soundly-organized methods. Following are some suggestions which may help contribute to a sounder organization of the teaching process:

1. Carefully compute the total practice time available for the teaching and practice of fundamentals. From this, allot a certain amount for the practice of the specific fundamentals. This time distribution should be based on the needs of the players, individually and collectively, as determined by past performances.

2. Study the fundamentals used in your brand of offense and defense. Analyze the types of shooting, passing, dribbling, defensive footwork, rebounding, etc., that should receive the attention of the group.

3. Draw a definite picture in your mind of the execution of each fundamental. Without it, you will be unable to detect the flaws in the player's execution. This picture is gleaned only through a study of good players, through pictures (still shots and movies), and by breaking down the fundamental into its component parts.

4. Plan in advance to adopt all the various practice devices, techniques and procedures which have been successfully used by other coaches. Some of these devices are:

- (A) Mobilizing as many balls and goals as possible to keep all the players busy for the entire period. Think of the session as a laboratory



for individual practice and experimentation.

- (B) Try placing a "lid" over the basket for practice on rebounding; a ball suspended on a string for jumping practice; a row of goals for concentrated free-throw practice; and contests involving fundamental techniques.

- (C) Players who've mastered certain fundamentals should not be forced to spend as much time on these as the boys who have not. Let the latter work on their weaknesses.

- (D) It isn't necessary for the entire squad to practice the same techniques at the same time. Break the squad up into units in keeping with their needs. This diversifies the practice and keeps the interest of the players at a more ardent level.

- (E) For the "freedom" fundamental period you may use the blackboard, elective or letter-assignment method. In the first the practice assignments for the individual or group are listed on a large blackboard on the gym floor.

In the elective method a certain portion of the session is given over to free practice, with each boy working on the fundamentals he's weakest in. The letter-assignment method is similar to the blackboard method, but with the coach expounding weaknesses and suggesting factors to emphasize. This plan takes considerable time but produces more rapid and satisfactory results.

5. Study the principles of the

learning process. An understanding is required of the laws of learning, the principles of habit formation, the conditioning of the reflexes in situations where the player has options, the difference between drill and mere repetition, and the physiological, logical and psychological factors in arranging the teaching program.

It would pay every coach to obtain a good book on psychology or teaching methods and to review these phases of the learning process. The writer recommends the new publication by Davis and Lawther, *Successful Teaching in Physical Education*.

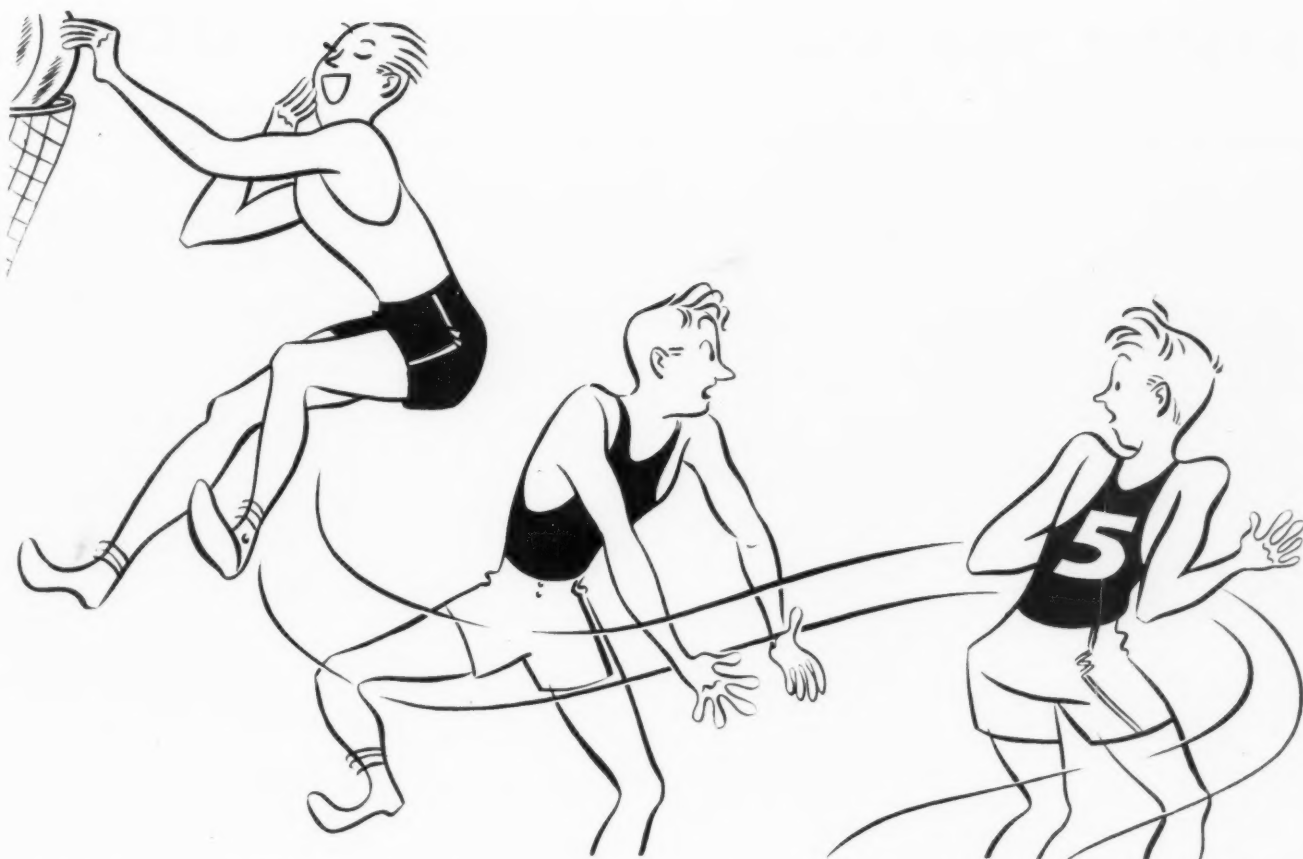
6. Work out a system of rating the players on execution of fundamentals. A combination coach-player rating system is desirable. Some coaches use a simple rating chart, in which each fundamental is given a rating on a scale from one to ten. A definite form will give you a much clearer picture of the progress of the player.

Statistical charts of practice games and scrimmages should be kept and the results shared with the boys.

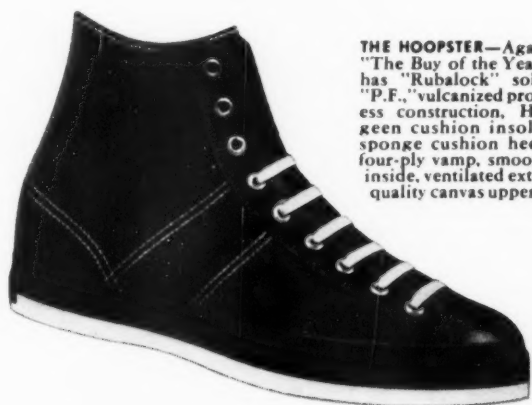
7. Some general hints on teaching the fundamentals follow:

- (A) Emphasize fundamental execution in every movement made on the court; never tolerate carelessness.

- (B) Employ enough materials,
(Concluded on page 31)



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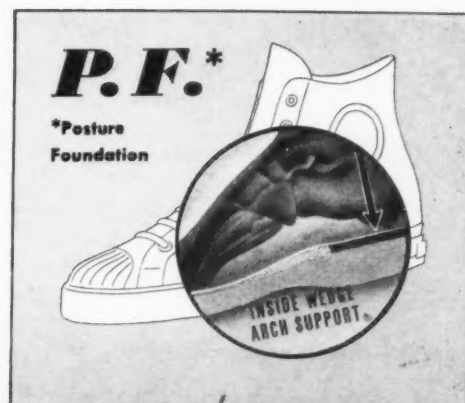
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A SYSTEM FOR AWARDING VARSITY LETTERS

By Bruce M. Fisher

Bruce M. Fisher, athletic director of Ferndale High School in Johnstown, Pa., outlines the Ferndale system of varsity letter awards.

FERNDALE'S system of varsity letter awards recognizes two shades of achievement—ordinary and outstanding.

The ordinary athletes—the fellows who make up the second and third string teams—may win their letter by accumulating a stipulated number of points in both varsity and intramural competition. For superior athletes—the regulars and semi-regulars—the goal is a combination letter and sweater, jacket or gold ball award. A new state ruling confines this major award to seniors.

The system operates under the following point system and code of regulations:

I. It is possible to win an athletic "F" by totaling 500 points, 50 of which must be earned in interscholastic games. Points may be carried over from one year to the next until the first letter is won. Additional letters must be earned in one season. Note: If a man earns 500 points in his Junior year, he receives his first award.

II. Points will be forfeited by an athlete who fails to report regularly for practice; who does not obey training rules; who does not show the right spirit of cooperation to teammates, coaches, faculty and officials; who deserts the squad before the season has ended.

III. Points may be earned in a single sport or a combination of sports.

IV. Points: (A) Attendance—25 to 50 points for perfect attendance in each sport with no unexcused absences.

(B) For each unexcused absence, 10 points are deducted from the athlete's total.

(C) Football, basketball and baseball:

1. 15 points per quarter first team games.
2. 8 points per quarter second team games.
3. 5 points per quarter freshman games.
4. 5 points per quarter interclass touchball and basketball.
5. 5 points per inning varsity baseball.
6. 3 points per inning interclass baseball.

(D) Track

1. 30 points for each point won in a district or state meet.
2. 20 points for each point won in a quadrangular or large meet.
3. 10 points for each point won in a dual meet.
4. 5 points for each entry in each event.
5. 5 points for each point won in interclass meets.
6. 10 points for breaking each record.

Note: These point awards are doubled for athletes running the mile, half and quarter. In the relays, points are awarded each man.

(E) 20 points for doing leadership work in physical education, or other outstanding work.

V. If a student is not passing in three subjects at the end of a semester he forfeits the points earned in that semester unless his failure is due to sickness or other unavoidable cause.

VI. The varsity sweater or gold ball can be earned only by playing the necessary quarters in football or basketball, except for boys who have given four years of service in the sport or sports. The committee decides on these cases.

Special Awards

The following rules and regulations shall govern the awarding of the Varsity F and sweater or jacket or gold ball.

I. The Varsity "F" and sweater or jacket or gold ball shall be awarded only to those students who have participated in a sport requiring at least 100 hours of training extending over a period of at least 10 weeks.

II. Anyone who fails to report regularly for practice, who does not keep training, or who fails to complete the season, shall not be awarded the Varsity "F" unless just cause can be given. In any case such persons shall be eligible only for the Varsity "F." The Varsity sweater or gold ball shall be awarded only to those persons who have kept training and met the conditions which follow:

(A) Training Suggestions:

1. Plenty of sleep, at least 10 hours every night.
2. A nutritious diet. Always eat breakfast. Rely on fruits,

milk, green vegetables, cereals, whole wheat bread, and meat once a day. Do not eat between meals. Avoid greasy food and overeating. Eat a light meal before games and at least three hours before game time.

3. Bathe daily. Drink no water until after a shower.
4. Sleep with windows open.
5. Avoid hurry, worry and over-excitement. Do your best. Forget your mistakes by correcting them to the best of your ability the next chance you get.
6. Spend at least one hour daily in the sunlight.
7. Under no circumstances use tobacco.
8. Let nothing interfere with carrying out above health rules.

(B) Training Seasons:

1. Football: From the beginning of football practice to the close of the season.
2. Basketball: From the beginning of practice until the close of the season.
3. Track: From March until June.

(C) Playing Requirements:

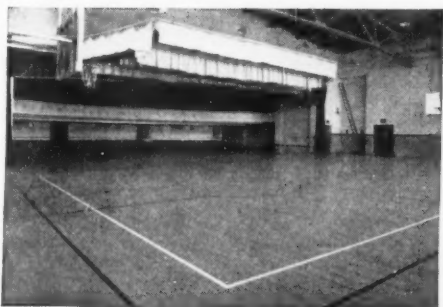
1. Football and Basketball: Play fifty-one percent of the quarters and compete in the letter games, either or both of which may be required. The last game of the season shall be considered a letter game.
2. Track: Take a first place or two second places in a county or invitational meet or win a total of six points in such a meet, or score a total of eight points in a triangular meet, or ten points in a dual meet.

III. The Faculty Advisory Committee, together with the Athletic Committee of the Student Council, shall grant all awards, decide which game or games of the season shall be letter games and shall interpret such other questions as may arise under these rules and regulations.

IV. The boys' Varsity "F" shall be an eight-inch, the girls' a seven-inch, black chenille letter trimmed in gold felt.

V. At the end of the first Varsity year one sweater (the value of
(Concluded on page 29)

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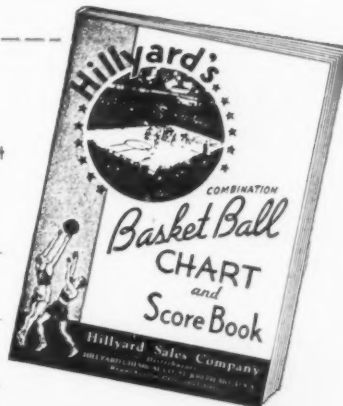
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BASKETBALL DIET

① When practice or game is in afternoon:

BREAKFAST (7:30 A.M.). Two slices of toast with two patties of butter; one-half grapefruit with one tablespoon of sugar; cereal with cream and sugar; two lamb chops well done; glass of milk.

LUNCHEON (12:00 NOON). Fruit sauce or glass of orange juice; three slices of toast with two patties of butter; weak tea, one tablespoon of sugar.

DINNER (6:30 P.M.). Consomme or clear soup; celery; either steak, roast lamb, roast beef, or chicken; either peas, beans, spinach, asparagus, carrots, or beets, with one patty of butter; either baked, mashed, boiled, or creamed potatoes, with one tablespoon of butter; head lettuce and tomato salad with small portion of boiled dressing; either Vienna or French rolls or whole wheat bread, with two patties of butter; ice cream with either sugar or fruit syrup; either weak tea, chocolate, milk, hot water with cream and one tablespoon of sugar.

② When practice or game is at night:

BREAKFAST (7:30 A.M.). One-half grapefruit with one tablespoon of sugar; cereal with cream and sugar; two slices of toast or zwieback, or rolls, with two patties of butter; two poached eggs; glass of milk.

LUNCHEON (12:00 NOON). Cereal with cream and sugar; two slices of toast with two patties of butter; two broiled lamb chops, well done; weak tea or hot water with one ounce of cream and one tablespoon of sugar.

SNACK (4:00 P.M.). Two slices of dry toast; one orange.

DINNER (10:00 P.M.). Same as above.

BASKETBALL EXERCISES

By L. E. Morehouse and J. E. Sterrett

At the University of Wichita, Dr. Laurence E. Morehouse is director of physical education and intramural sports, and John E. Sterrett head basketball coach. Dr. Morehouse also conducts the "Physiology of Athletics" department for "Scholastic Coach."

THREE factors make basketball one of the most strenuous of all competitive sports.

First, the action, which consists mainly of stopping, starting, changes of direction, and sustained activity on a hard, flat surface. Second, the fact that it usually is played under high temperature, humidity and excitement. Third, the changes in the rules, including the ten-second zone and the elimination of the jump, which have speeded up the game so that the player is constantly in motion.

To meet these heterogeneous demands, the player must develop a large measure of strength and endurance. The regular drills undoubtedly contribute to this development. But for best results, the training regimen should be augmented with a series of specially-designed exercises.

The first group that follow are designed for general use. They may be given to the squad before and after each daily practice session.

General exercises

1. Standing with legs wide apart, hands extended upward: Spring to attention by bringing feet together and arms down at sides; repeat several times at a rapid rate.

2. Standing with feet close together: Rise on toes as high as possible, return and rock back on heels.

3. Standing with legs slightly apart and arms at sides: Spring straight upward, keeping arms at sides; repeat in a continuous fashion.

4. Spring straight upward as high as possible, swinging arms violently forward and upward to a vertical position. Just before reaching peak of jump, swing arms forward and downward to side, timing end of downward motion to coincide exactly with peak of upward jump; repeat several times.

5. Run rapidly in a circle, gradually decreasing circumference while maintaining speed; clockwise then counterclockwise.

6. Standing with legs together, rise on toes, elevate arms to front horizontal position: Lower body in full knee-bend by flexing thighs

and legs to fullest extent, keeping trunk erect, knees outward and heels raised; return to starting position and repeat slowly.

7. Standing with legs together, trunk bent forward with arms horizontal, right leg and foot extended backward as far as possible: Hop in small circles, left and right, without losing balance; repeat with left leg extended backward.

8. From same position: Lower body to full knee-bend, rise to starting position and repeat several times on alternate legs.

9. Standing at attention, toes pointing forward and arms horizontal: Lunge sideward to right, advancing foot as far as possible; repeat to left.

10. From same position: Full lunge forward and backward.

11. Graduated distance running out of doors.

Skill-building exercises

The second group of exercises are designed both for conditioning and the formation of good skill habits. From experience we have learned that the player will pick up the fundamentals of footwork, pivoting and running much more rapidly in drills which do not entail the use of the ball. Once these skills have been learned, ball-handling may be added.

1. Run forward ten feet, stop quickly, half-turn right, and run back to original position; repeat with turn to left.

2. Half-turn right and run ten feet; repeat to left.

3. Rope skipping; vary foot positions and use boxing shift of feet (jumping to stride-stand, alternating right and left foot forward).

4. From half-lunge position: Lean forward as far as possible and touch hands to floor; return to starting position.

5. Start running forward, quickly change direction to left; repeat to right.

6. Shadow boxing with emphasis on footwork.

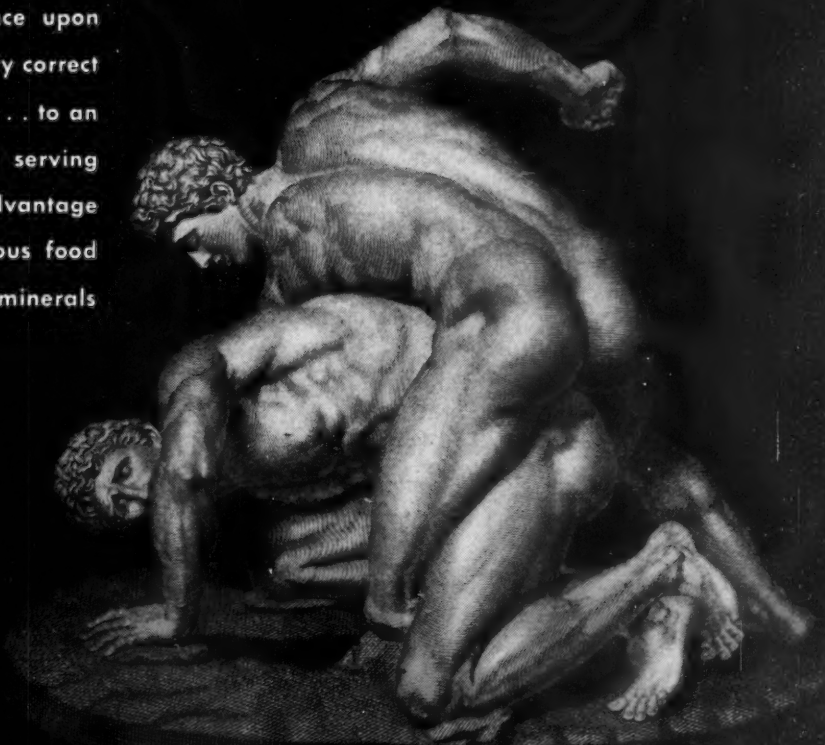
7. Quick right turn, dropping right foot back; repeat to left with change of foot position.

8. Jump and tap ball in a specified direction; use both hands at first, then alternate left and right.

As the skill, endurance and speed of the squad improves, further conditioning drills with the use of the ball may be introduced.

Keep them in "Fighting Trim" all Winter . . .

Records show that illnesses increase during the winter months. At this season of the year, then, the welfare of the team must be doubly guarded. One important way to keep them in the fighting trim necessary for a game is insistence upon proper diet. A well-rounded, nutritionally correct food regimen is important at all times . . . to an athlete it has added importance. By serving COCOMALT with milk you are taking advantage of the excellent formula of this delicious food drink. It contains vitamins (A, B₁, D) . . . minerals (calcium, phosphorus, iron).



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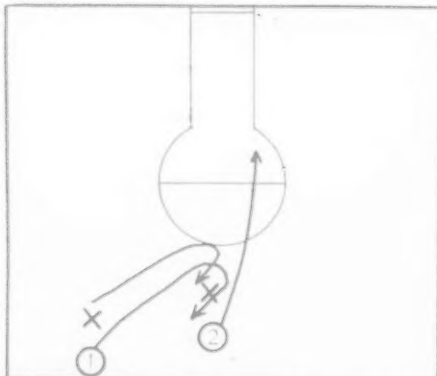
Two-Man Plays

(Continued from page 20)

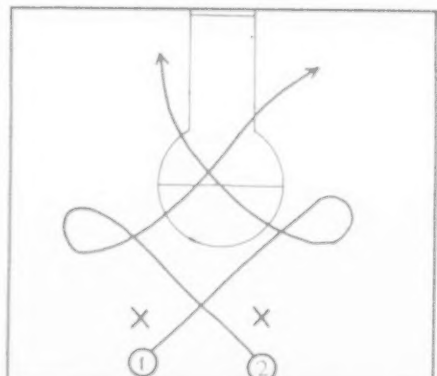
The accompanying series of plays shows how the defense may be manipulated to suit the offense. In each of them the subtlety is similar. An attacker starts out experimentally. A guard slides. And the offense punches home.

The particular patterns evolved offer the greatest amount of practical utility. For the most part they represent common game situations. Best results will be obtained by running through the movements first in slow motion, followed by the employment of a passive defense and then by an acceleration in tempo and a more aggressive defense.

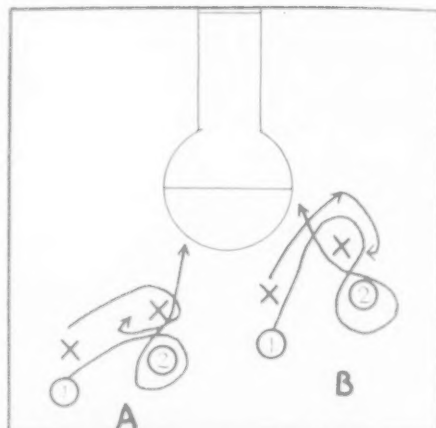
There is very little danger of picking off; that is, fouling by illegal contact, because in practically all these plays, the intent is to run the guards into each other. A fundamental rule that applies to all two-man plays is always to cut down the same side the second player is coming from. Otherwise you take your defensive player away from the screen.



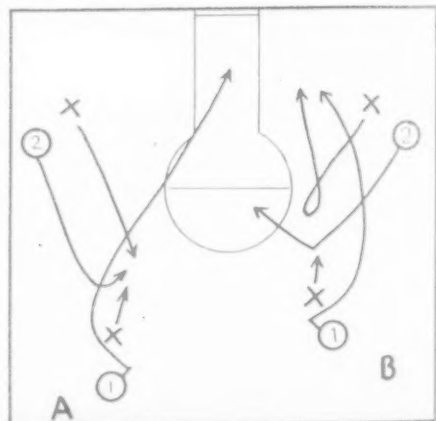
DIAG. 11: This time 1 cuts inside, then backs up close to X2, sliding between 2 and X2. 2 sizes up the situation and at the right moment drives for the basket, running X2 into X1.



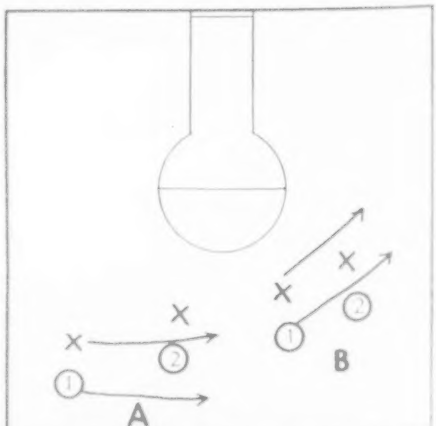
DIAG. 14: As 1 cuts inside, 2 uses him for a moving screen, cutting closely off his hips. If X2's progress isn't impeded, the two offensive men may try the same stunt from new positions along the sidelines.



DIAG. 12: In sequence A, 1 circles 2, changes direction and cuts diagonally toward basket. In B, 1 cuts behind X2, circles back behind 2, changes direction and cuts diagonally toward basket, working X1 into X2.



DIAG. 13: In sequence A, 2 sneaks up behind X1 and sets up a post with his back to him. 1 then works his man into the post. If the guards switch, as in sequence B, 2 cuts for the basket, as X1 is in poor defensive position.



DIAG. 15: Illustrating correct defensive sliding techniques: A, when 1 runs outside; B, when 1 drives between 2 and X2. In A, 1 should do the cutting as 2 has no screen possibility. In B, the reverse holds true.

Letter Awards

(Continued from page 24)

which does not exceed \$2.) and letter, with a certificate may be given to the earner with the understanding that the award is the property of the school until graduation. This means that for disloyalty, lack of cooperation, etc., a boy may not be allowed to wear the award.

Certificates may be granted for additional sports or years played, but no further awards shall be given until the senior year, when sweater, jacket, or gold ball and a letter containing emblems to designate sports in which letters were awarded shall be given.

VI. The Varsity "F" shall be worn only by persons who have earned the same.

VII. The letter must be worn on a black, gold or white sweater.

VIII. The boys' Varsity award sweater, granted only during the senior year, shall be black, jersey knit with a U neck. The boys' Varsity award jacket shall be a black reversible, gabardine one side, brushed wool reverse side. The gold ball shall be of 10K gold and shall have a black raised enamelled "F" on front.

The girls' Varsity award shall be a black corduroy jacket trimmed in bright gold.

IX. Those athletes desiring to apply for the Ferndale Scholastic "F" must be in the upper 50 percent of the class. Points which have been used in securing an athletic "F" cannot be used to secure the Ferndale "F." Those athletes who are on the honor roll or in the upper 50 percent of their class shall have the privilege of joining the National Chapter of the Boys' Athletic Association.

X. To be eligible for the sweater, jacket or gold ball award a student must be passing in three subjects at the end of any semester so as to be able to compete the following semester. If he is not passing he will lose his award unless failure is due to sickness or other unavoidable cause, and then the committee shall be given power to grant the award.

XI. Managers shall be chosen by the athletic committee and the faculty advisory committee at the close of each school year: Three from the Freshman Class; two from the Sophomore Class; one from the Junior Class; one from the Senior Class.

XII. Senior managers who have served three years may receive their choice of varsity awards.

Keds Sports Department Is Working With You



FRANK LEAHY
Head of Keds
Sports Dept.

We are now distributing to thousands of boys throughout America a new free booklet on football. This is the first in a series on various sports that we plan to distribute in the future. We hope that the fundamentals explained in these bulletins will help you coaches and physical directors in your work.

We hope, too, that your classes and teams are being helped to better performance with Keds—the footwear that is scientifically designed to help young feet grow properly and help you develop the kind of footwork so essential to top performance and all around physical fitness. There are long wearing Keds for every activity outdoors or in the gymnasium... for classrooms and throughout the day. Wide range of styles and colors. All are washable in soap and water.



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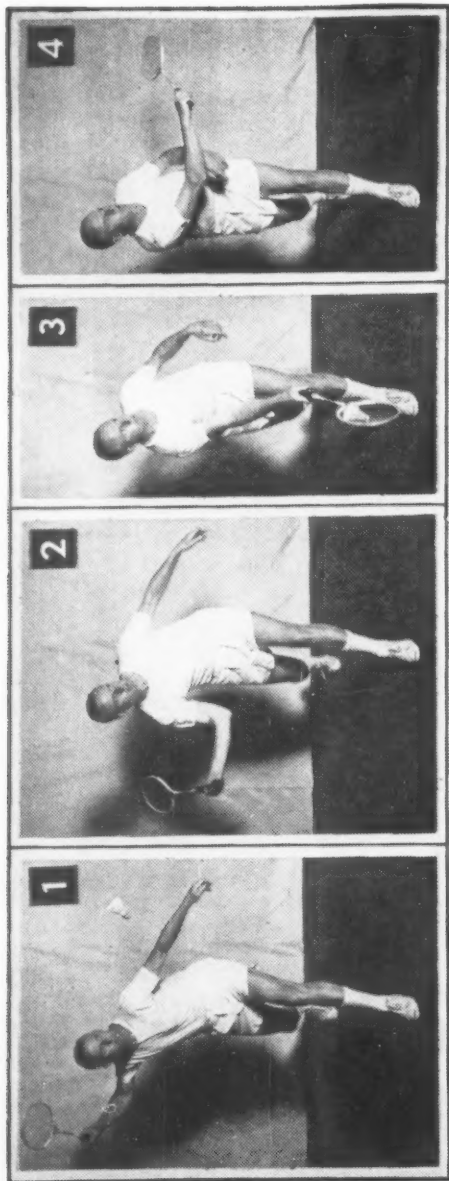
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FOREHAND

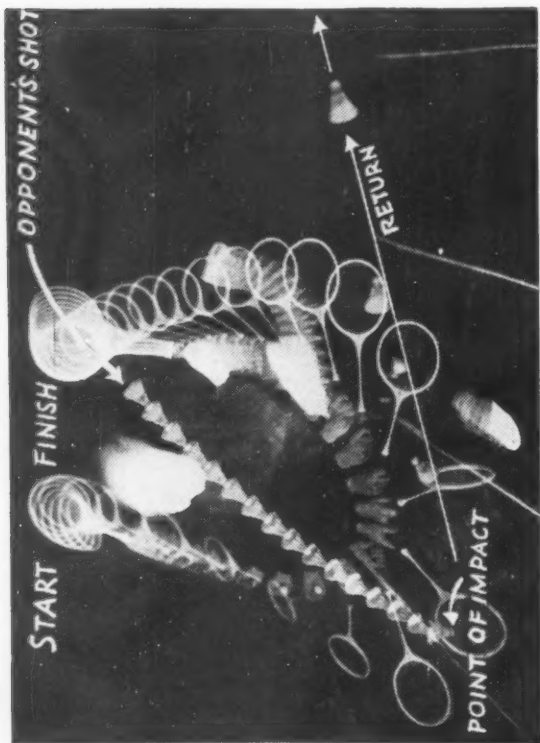
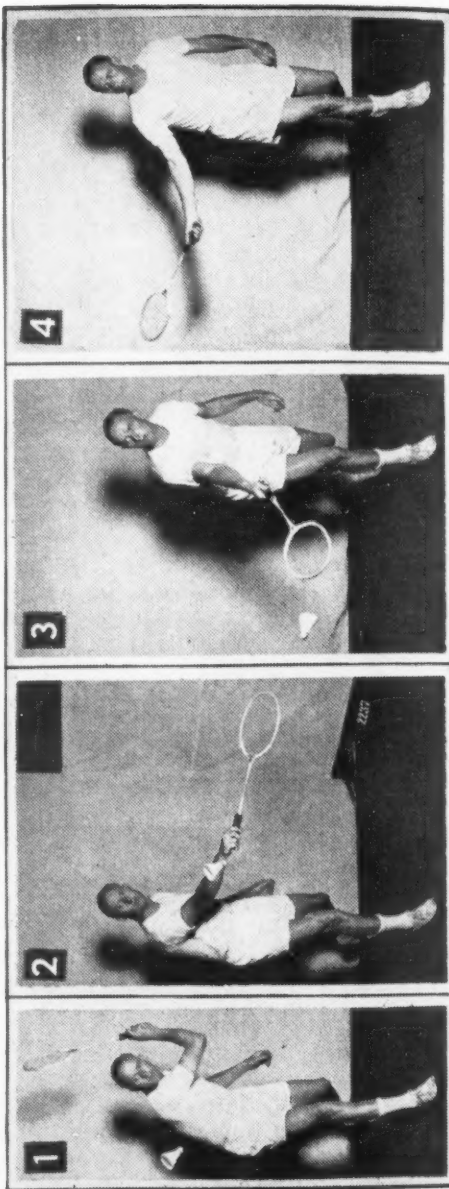
Begin the forehand drive (1) by placing your body at right angles to the net, left foot in front, racket cocked up (1). Speedy play may make it hard to get into this position every time, but it is desirable because it gives the swing (2) greater freedom and makes body balance easier. At impact (3), the shuttle should be at full arm's reach, and the swing should not be checked as it moves into the follow-through (4). Particular uses of this stroke are in returning a deep smash and in taking quick advantage of your opponent when he is out of position.

Badminton Strokes

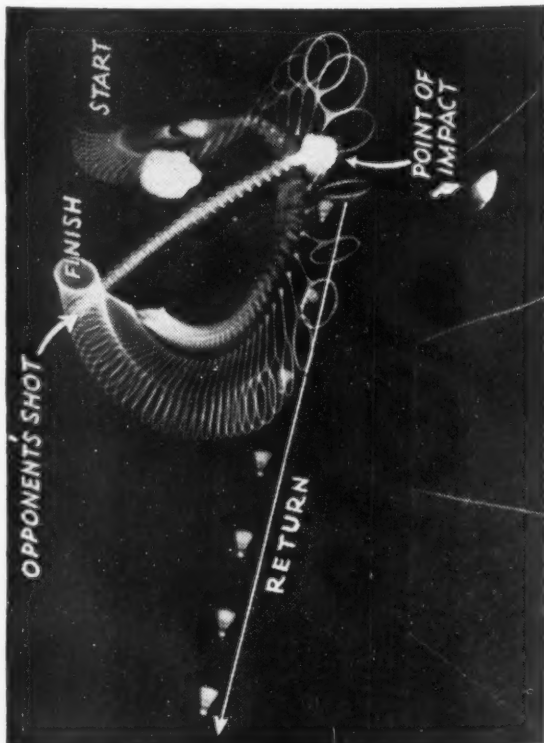
By Jack Purcell
World's Professional Badminton
Champion since 1932

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BACKHAND



BADMINTON today is no game for the feeble. Professor Douglas of Baylor University reveals that during an average three-game singles match a player will cover approximately one mile, make 350 swift changes of direction and swing the five-ounce racket some 400 times. Many big-league pitchers go through entire games without throwing the five-ounce baseball half that often. A few secrets of good play are graphically shown in these high-speed pictures of my game taken by A. G. Spalding & Bros. at their research lab in Chicopee, Mass. Captions through courtesy of "Look" magazine.



Volleyball

(Continued from page 16)

A	B	C	D	E
J	I	H	G	F
5	4	3	2	1

players should rotate. For one thing, rotation is official. In any light it will aid them in acclimating themselves to the different positions and in rounding out their store of weapons.

If you have a large enough playing area for four or five of these narrow volleyball courts, you can run a progressive tournament. Number your teams and deploy them as shown.

The winner of each game progresses toward court No. 1; the losers drop out. The extra teams then fill in on courts No. 3, 4 and 5. If there aren't any extra teams, the losing teams may fill in.

The winner is the team that remains on court No. 1 the longest, or the winning team on that court after

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Similar tournaments with full teams may be sponsored to improve playing ability and to illustrate the importance of teamwork.

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Normal speed and slow motion are utilized to aid in visualization and analysis of fundamentals.

The film is about 400 feet long, on one reel, with a running time of about 20 minutes. Rental is \$2 per day of use plus a 50 cent charge for handling. No charge is made while the film's in transit. For reservations, write to the Scholastic Coach Bookshop, 220 East 42 St., New York, N. Y.

Organization

(Continued from page 22)

devices and techniques to keep your practices interesting.

(C) Motivate your practices carefully; know the values of praise and criticism and remember that reward is a greater stimulus than punishment.

(D) Study the mood of your players daily for a clue as to how hard to work them.

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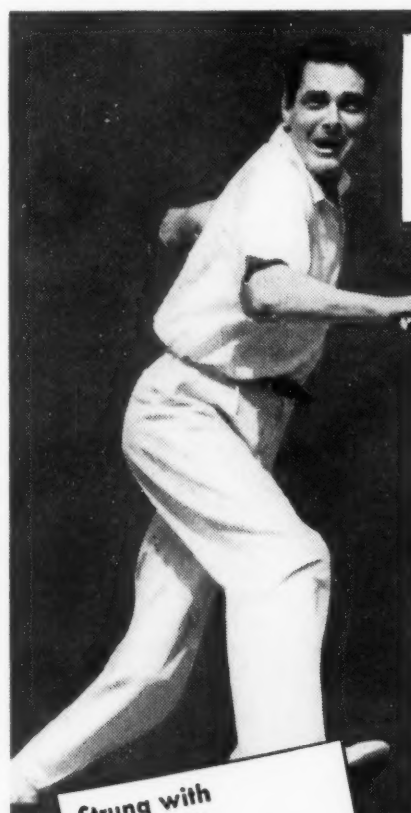
(F) Don't hesitate to change an organized practice if a greater need is felt.

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(I) In conducting lecture periods, don't dominate the group but allow your players to participate in the discussion. They often come up with good suggestions.

(J) Develop a definite way of introducing a fundamental to the group for the first time.



Strung with
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PLAY BADMINTON *with nylon strings on your side!*

Gain extra drive for your badminton game with strong, resilient, non-fraying, moisture-resistant nylon strings!

BADMINTON players are finding out today what tennis players proved last summer. They are discovering the extra stamina and playing qualities of nylon strings made by Du Pont.

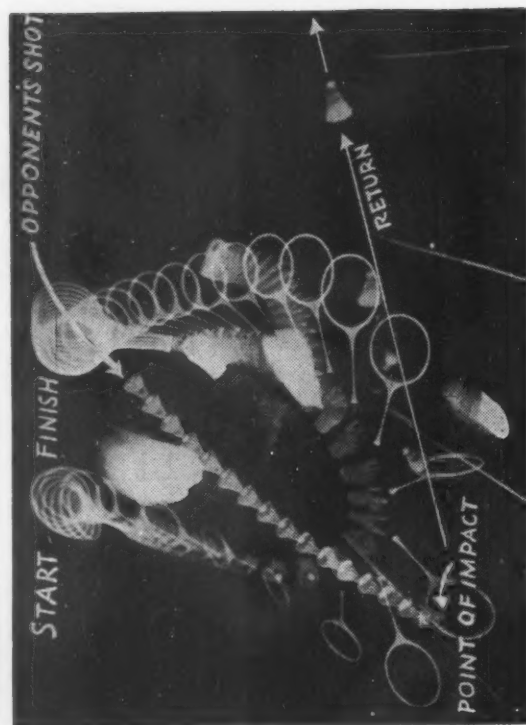
Nylon badminton strings have the same widely-praised characteristics as nylon tennis strings. They are solid—clear through... strong and resilient. They are single strands that won't fray. They won't dry out. They are moisture-resistant outdoors. They

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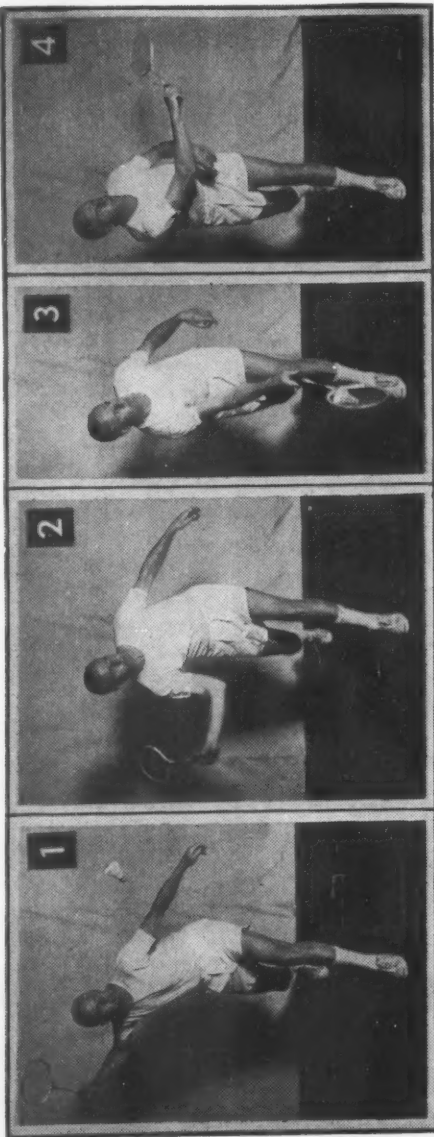
So start the season right with a nylon strung badminton racket and be assured of extra enjoyment and economy! Ask your sporting goods dealer today to show you his nylon strings and the new rackets already strung with nylon! He has them in standard gauge...moderately-priced! E. I. du Pont de Nemours & Co. (Inc.), Plastics Department, Arlington, N. J.



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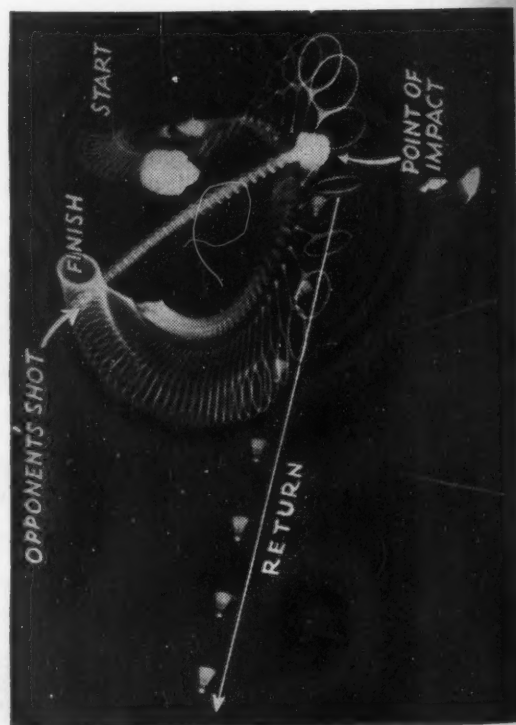
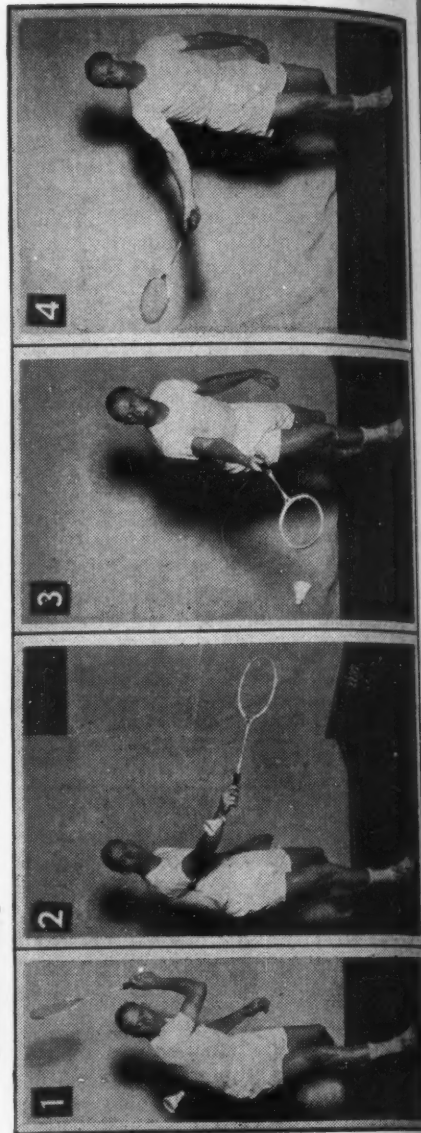
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with nylon strings on your side!

Gain extra drive for your badminton game with strong, resilient, non-fraying, moisture-resistant nylon strings!

BADMINTON players are finding out today what tennis players proved last summer. They are discovering the extra stamina and playing qualities of nylon strings made by Du Pont.

Nylon badminton strings have the same widely-praised characteristics as nylon tennis strings. They are solid—clear through... strong and resilient. They are single strands that won't fray. They won't dry out. They are moisture-resistant outdoors. They

won't become brittle in heated, dry air indoors.

So start the season right with a nylon strung badminton racket and be assured of extra enjoyment and economy! Ask your sporting goods dealer today to show you his nylon strings and the new rackets already strung with nylon! He has them in standard gauge...moderately-priced! E. I. du Pont de Nemours & Co. (Inc.), Plastics Department, Arlington, N. J.

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- SHOWS NO "LAPS"
- ECONOMICAL
- DOES NOT CRACK OR



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Coach your teams to work tricky, fast-breaking plays—but be sure they have a fast Kaysan floor underfoot. KAYSAN dries to a velvet-smooth, non-skid, permanent finish so necessary to perfect teamwork.

KAYSAN is tough! It penetrates the surface fibres and binds them together in a hard, dense mass that resists wear. KAYSAN is easy to apply, easy to clean, economical. Try KAYSAN—it pays! Mail coupon now for Free Demonstration Kit.

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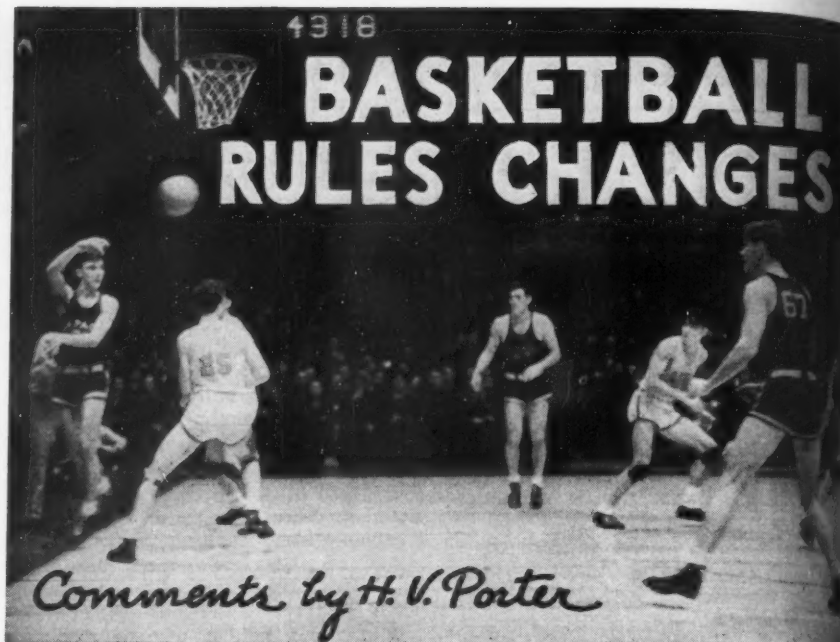
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4318

BASKETBALL RULES CHANGES



Comments by H. V. Porter

THE major rules changes for the coming basketball season are definitely designed to improve game conditions and to assist in the gradual recodification of the rules. Only one major change appears in the book—the modification of the three-second rule to apply only to the foul lane between the free-throw and end lines.

Following are the principal changes for 1941-42:

Court Diagram: The diagram shows the standard type backboard is 54 inches wide. Rule 2 makes it clear that the national committee urges standardization of equipment through use of the fan-shaped backboard. Extensive investigation has shown that the advantages of the smaller bank are sufficient to warrant universal adoption.

The new type board is being produced by most of the leading manufacturers at a very reasonable cost. The board has also resulted in improved baskets which attach to the back of the board and leave the front face entirely clear.

A standard method of attaching basket to bank has been adopted by the committee. When boards and banks are built according to these standards, any basket will fit any bank.

Ball (4-1, 2): Since nearly 90 percent of all game balls are of the molded type, the committee feels that standardization is desirable through universal use of such balls. For the first time the difference between the stitched-seam and molded balls is outlined. The chief difference lies in that the leather-cover panels aren't stitched together but are vulcanized to a foundation core of fabric and cord. In most of the molded balls, there are no stitches of any kind.

Substitutions (5-3): It is now permissible to substitute after a field goal. Last year a substitution could

be made any time the ball was dead except after a field goal. This exception produced a number of complicated situations related to the right to take a time-out, or to a time-out for injury or to the right to cancel a time-out through making a substitution within 30 seconds. All of these complications have been eliminated through the flat rule.

Officials' Duties (6-10): According to the present rule, the official must signal the timer to stop his watch when he calls a foul. Unless he does this, the timer won't know how to differentiate between a foul and an act such as a held ball, and may allow the clock to run. The rule does not indicate what signal shall be used. The official may choose to use the regular time-out signal or one of his own making.

Out of Bounds (7-2 and 10-1): The definition of out of bounds has been simplified and part of the material which used to appear in the definition has been moved to its proper place under 10-1. There is no change in meaning and the rules relative to out of bounds remain the same as they were last year, except for the note under 10-1.

This note makes it clear that when the three-foot restraining line is being used, the court is assumed to be bounded on that particular side or end by the restraining line. Any player who is on or outside this restraining line is to be considered out of bounds. The real boundary line comes into operation when the ball has actually crossed the restraining line.

Playing Terms (7-14, 15, 16, 18): These sections have been rewritten so that they are more specific. Last year's definition of disqualified player, for example, did not make a clear distinction between a player who had committed four personal fouls and a player who was thrown out of the game because of a flagrant foul. This

(Concluded on page 38)

2 THINGS

*make a Great
Softball Hitter*

- THE BAT HE USES — AND
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Whether you are a natural hitter or whether you have developed a technique through months or years of intensive practice, it's always important to know that the bat you are using is RIGHT. Good bats inspire confidence at the plate and any player who uses a Louisville Slugger knows that he is using the finest bat obtainable, and made by the makers of the famous Autographed Louisville Slugger Baseball Bats that have been used by Big League players since 1884.

8

Softball players are now able to pick a type of bat that exactly suits their style of hitting. For Hillerich & Bradsby has developed 8 distinctive models to suit every type of batter. These models carry a number on the barrel end of the bat for easy identification.

HILLERICH & BRADSBY CO., INC.
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LOUISVILLE SLUGGER BATS



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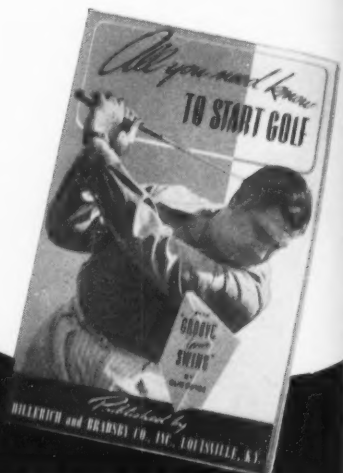
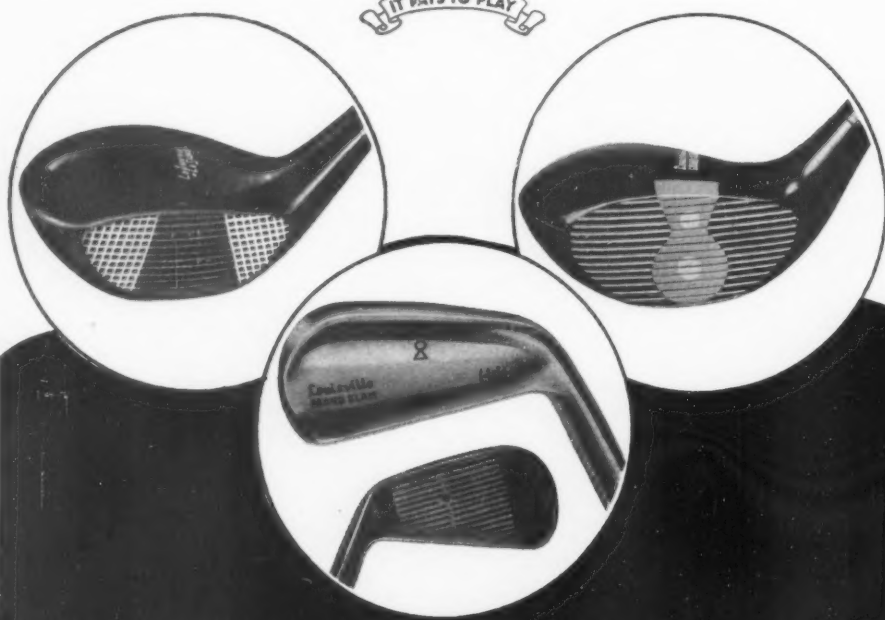
Former National Open and National P. G. A. Champion, started to play golf at the age of 14 and is one of today's greatest golf instructors. Dutra gives much credit to his success as a golfer to his early beginning. Dutra says, "It is certainly never too early to begin golf instruction. Scholastic courses for boys and girls are one of the finest steps forward in athletic education ever introduced."

Any athletic program which provides training that can be used in every day life after school years are over, is of the most benefit to boys or girls. That is the reason educators agree that golf instruction is one of the best forms of athletic instruction that can be given. Golf instruction provides the incentive of interest in the game of golf that can last a lifetime and provide many future hours of profitable, healthful athletic relaxation.

Good Equipment Need not be expensive . . .

Good equipment means much to the pleasure any player gets out of any game he plays. But good golf equipment is more important than most because it not only adds to the fun of playing, but inspires a confidence that maintains interest by getting good scores. Investigate the new H&B matched sets either Grand Slams or Power-Bilts that are being offered for 1942. They are on display at your sporting good dealers and golf club pro shops.

HILLERICH & BRADSBY CO., INC.
Louisville, Kentucky



Send For Booklet "All You Need Know To Start Golf" by Olin Dutra.

It is full of helpful hints on golf and charts showing the technique of the various important golf shots. A supply for your students is available.

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AT YOUR SPORTING GOODS DEALER
Louisville POWER-BILT Golf Clubs
SOLD EXCLUSIVELY THRU GOLF PROFESSIONALS

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A High School Golf Program

PROPERLY conceived and administered, a scholastic program of golf may serve both as an end in itself and as a vehicle for the attainment of larger objectives.

With the accent so strongly on the recreational type of activity, golf lends itself admirably as a channel through which the high school student may learn the skills and attitudes of a game he can enjoy now and in later life.

There is scarcely a community which does not have a course and, compared to past years, the price of equipment is attractively low. Slowly but surely, the game is taking its rightful place in the school curriculum.

To stimulate and encourage this growing interest, *Scholastic Coach* and *Scholastic* the past two years have sponsored National Scholastic Intramural Golf Tournaments. An elaborate program promotes the sport in two ways: first, it encourages the inclusion of golf in the winter gymnasium program as a class project; and, second, it encourages the students to enter competitive school championships in the spring.

These objectives are fostered by a series of comprehensive, illustrated articles in *Scholastic Coach* on how to teach golf, and in *Scholastic* on how to play golf.

When we inaugurated these tournaments in 1940, we felt they would prove successful and popular in the high schools. The 508 schools who enrolled 25,491 boys and girls in 879

tournaments were a gratifying endorsement of the program. With the program established and burgeoning, 209 additional schools entered these tournaments last year, an increase of 41 percent!

This year an even greater interest and participation is anticipated. Special feature articles will again appear in *Scholastic Coach* and *Scholastic*, attractive medals will be awarded to all local tournament winners and instructional draw-charts sent to every school for bulletin-board display.

As aids to the administration of the indoor program, the following materials are reprinted from two of the more informative booklets on the subject: *Golf in Physical Education*, published by the National Golf Foundation (25 cents); and *Group Instruction in Golf*, by Bobby Jones and Harold E. Lowe, published for the American Golf Institute—free copies may be obtained by writing to A. G. Spalding & Bros., 19 Beekman Street, New York, N. Y.

Golf in Physical Education

Ray Hall, Washington State College: Much can be accomplished in developing good form and the fundamental strokes by exercises and swinging practice. A large sheet of canvas can be hung in the gym or any other large room for this purpose. Better still are driving nets or canvas cages with side walls and ceiling.

For pitching practice, locally-made pitching curtains are used quite extensively. They are easily made and cost only a few dollars. Secure a sheet

of medium weight canvas eight or ten feet square. Cut four or five holes in the canvas of the desired size, and sew pockets of any light material of a different color around these holes.

This curtain is hung against a wall, with the bottom extended forward so the curtain slopes back at about a 45 degree angle. This will require proper lofting for the pitch to go into the various pockets.

There are many indoor putting devices on the market. All are good, and are to be used on a rug or carpet. By placing various objects under the carpet, different degrees of roll or slope can be given the putting surface. Metal and rubber putting cups are widely used.

If shots are to be played off the gym floor, it should be protected by the use of cocoa mats, or at least old carpet or linoleum. When mats are used, a platform about two or three feet in size should be employed to bring the stance up to the level of the mats. This platform can be covered with corrugated rubber to prevent slipping of the feet.

Maurrie O'Connor, professional at the Branch Brook Golf Club in Belleville, N. J.: One of the classes I had at the start of the term at Belleville High School was a group of 50 new golfers. I did not let them hit a ball for the first three lessons, which lasted one hour each. After that time a net was put into use and the students were given an opportunity to swing.

In most cases they did surprisingly well—simply because I had given them the more important fundamentals in the preceding lessons and had them study them. When they found they could hit a ball fairly well on their first attempts, they were sold on the game.

(Continued on following page)

I take up the various fundamentals in my group classes in this order: grip, stance and address, full swing with driver (but no hitting the ball), practice with No. 6 iron, short approaches, chip shots, full swing with irons, brassie and spoon play, putting, bunker play.

I am now working with three groups of golfers in the high school—beginners, intermediates and advanced. There are 30 in each group. When my beginners' group was ready for its seventh lesson this term, I put on a showing of golf movies in the auditorium, supplementing the films with a short talk on golf. I ran a "notice to golfers" in the local paper advertising the fact that these pictures were to be shown free. We filled the auditorium (approximately 900) and had to turn a considerable number away.

Eldon I. Jenne, Portland, Ore., Public Schools: One of the most important problems we faced in setting up a golf program for the boys and girls of Portland, was the collection of golf clubs, balls and bags for instructional purposes. It was decided to put a barrel, with an appropriate sign painted on it, at each of the eighteen private and public courses, in which the golfers could deposit their old and discarded clubs for our use.

A large red barrel was placed at each course, on which the sign on top of the next column was placed.

Each high school held a "Bring-A-

AT LAST!!

Our Portland Public Schools Are Going to Teach Golf

Give this barrel your old clubs, bags and balls. They will be used for golf instructional purposes and are to remain the property of the Schools.

Keep your eye on the ball—take it off those old clubs—the school children need them.

Golf-Club Day." The response from all sources was good. Within a short period more than 1,000 clubs were donated to the cause, with more coming in right along.

Walter Keller, Professional Instructor: The golf class instructor stands on a low platform, in the center, with the class arranged about him in checker-board style, each having a free swinging area of about ten feet, and each facing the instructor.

It is well to have an assistant, if this is possible. This is particularly true of the first lesson, which is on the grip. It is of the utmost importance for the pupil to get the correct placement of the hands on the shaft. While this can be explained from the platform it is almost always necessary for the assistant to make a check-up and,

frequently, individual corrections for those pupils who have not grasped the idea of the grip.

After grip and stance have been learned, the swing itself is presented as one rhythmic motion. The pupil swings in time with the instructor and makes an effort to duplicate his rhythm and action. To make this as easy as possible the instructor begins with a swing such as is used in a chip shot, which is the whole swing in rudimentary form. As the pupil gains control of this action, the length of the swing is increased.

Group Instruction in Golf

For indoor group instruction, the minimum equipment found to be satisfactory consists of: Using "fluff" balls—brassie (No. 2 wood), mashie (No. 5 iron), putter, canvas sheet or curtain, cocoa mats; using golf balls—same except cage in lieu of canvas sheet.

For the instruction of large groups indoors, where numerous cages are not available, the expedient procedure is to use the "fluff" ball against a canvas sheet suspended from the gym ceiling. Not only is it safer to use the soft ball, but the canvas sheet allows a greater number to work at the same time.

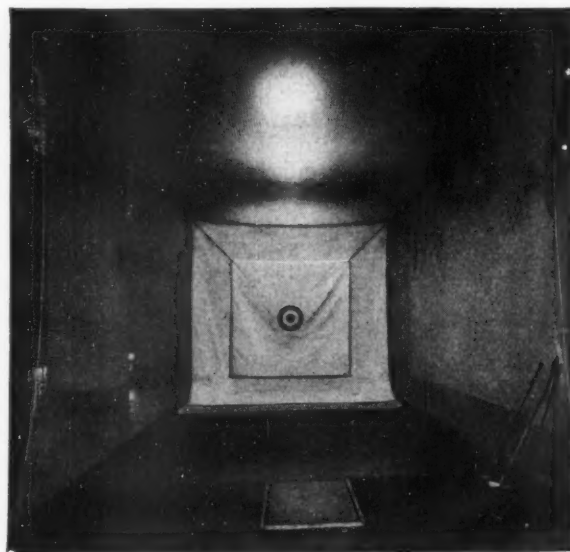
Other advantages of the canvas sheet are: first, that targets may be painted on it to serve as an aid in teaching the lofting power of clubs, and, second, the rebound is minimized. From

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the standpoint of safety, the regulation ball should never be used indoors unless it is used in a cage. For this reason at least one net cage is desirable. The work may be rotated so that one cage will accommodate a relatively large number.

In presenting procedures for increased safety, Lloyd, Deaver and Eastwood in their book, *Safety in Athletics*, offer these pertinent suggestions: Practice net, if not properly constructed and located, can be an area of hazard. Side curtains should be deep enough, particularly with beginners, to catch all balls which may be hit. The ground area of the net should be free of all stones or obstacles which may cause a poorly-struck ball to rebound.

Backstops should be resilient and far enough away from the walls to prevent the ball from rebounding. All nets—side, back and top—should hang with sufficient looseness to absorb the force of the ball and prevent any rebounds. Cocoa mats are better than the ground as tees, as they tend to absorb the force of a misdirected swing which hits the ground instead of the ball—not an unknown experience to beginners. Particular care should be taken to keep other players and spectators clear of the club-swing area.

Foundation material on the teaching of golf:

1. Make sure the material fits the needs of the group, especially regarding health, capacities and interest.
2. Provide a favorable teaching environment; with proper facilities, hazard controls, and homogeneous grouping.
3. Present the act to be performed; giving the reasons and underlying principles. The immediate goal must be clear.
4. Allow the students to attempt the skill.
5. Analyze the nature of the difficulties experienced. Establish a felt need and a goal for work on the simpler units of the whole skill.
6. Select a simple unit which represents the common faults and which progresses to the more complex skills. Call attention to any desired transfer of skill.
7. Allow chances for earned satisfactions.
8. Drill students for a mastery of correct form; allowing no exceptions. Plan for frequent rest periods. Make certain not to lose the interest.
9. Work toward making the swing automatic. The finished product should require no thought.
10. Allow for individual differences.
11. Conduct practice under conditions as similar to playing conditions as possible.
12. For retention, review by drill, skills already learned.
13. Relate the rules and etiquette of the game as the skills are being taught.
14. Teach self-analysis for continued development.

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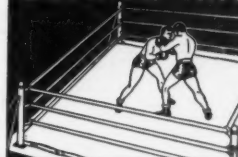
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TIPS *for your* GOLFERS



V'S FORMED BY BOTH HANDS ON SHAFT POINT TO RIGHT SHOULDER.

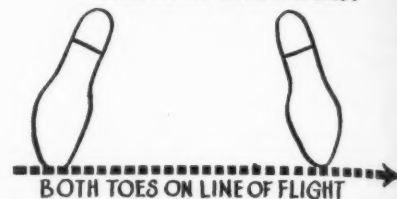
TAKE POSITION FOR HITTING BY FIRST PLACING CLUBHEAD IN ITS PROPER POSITION BEHIND BALL; THEN ADJUST STANCE.



FOR SMOOTHNESS IN PUTTING KEEP LEFT ELBOW OUT-POINTED IN THE DIRECTION OF THE HOLE.



THE WIDTH OF STANCE SLIGHTLY EXCEEDS WIDTH OF SHOULDERS.



IN STANCE WEIGHT IS ON HEELS WITH TOES TURNED OUT. LEFT FOOT ROLLS IN ON BACKSWING AND IS FLAT ON GROUND AT THE IMPACT.

A BALL TEED TOO LOW OFTEN RESULTS IN HITTING BEHIND BALL OR TOPPING IT. A BALL TEED TOO HIGH CAUSES SKYING - HIGH, SHORT DRIVES.



MIDIRON

THE SHORTER THE SHOT: - THE NEARER THE BALL TO THE RIGHT FOOT; THE SHORTER THE BACKSWING, THE MORE UPRIGHT THE SWING, THE CLOSER THE HANDS AND BODY TO THE BALL, AND THE SHORTER THE FOLLOW-THROUGH.

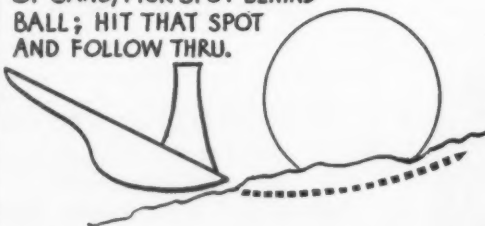


NIBLICK



THE DIVOT, PROPERLY TAKEN, INSURES A STRAIGHT BALL. IT IS NOT TAKEN BEHIND THE BALL, BUT IN FRONT OF IT, THE CLUB ENTERING THE TURF JUST UNDER THE BALL AND GOING THRU.

IN EXPLOSION SHOTS OUT OF SAND, PICK SPOT BEHIND BALL; HIT THAT SPOT AND FOLLOW THRU.



THE SHAFT PLAYS NO PART IN THE HIT; IT IS MERELY THE MEANS OF ATTACHING THE CLUBHEAD TO YOUR HANDS. TRY TO THINK OF THE SHAFT AS A LENGTH OF STRING, AND SWING THE CLUBHEAD.



SLICING IS OFTEN THE RESULT OF LIFTING RIGHT ELBOW TOO HIGH AND AWAY FROM BODY. RIGHT ELBOW SHOULD POINT DOWN AND STAY FAIRLY CLOSE TO RIGHT SIDE.



IF TOE OF THE CLUB IS PLACED BEHIND BALL YOU WILL FIND YOURSELF REACHING FOR THE BALL IN THE SWING CAUSING INCORRECT BODY ACTION. TOO, THE TOE IS THE WEAKEST PART OF THE CLUBFACE.



THE NEARER THE BALL TO THE SHAFT THE MORE POWER. THIS POSITION OF THE CLUB WILL PERMIT CORRECT BODY POSITION.



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Basketball Rules Changes

(Continued from page 32)

did not make any particular difference until the rule concerning who should attempt the free throw (13-2) was changed. It is now clear that a player who commits his fourth foul immediately becomes a disqualified player.

One of the new definitions represents an actual change. Heretofore, the rules were not very specific relative to what constituted a double foul and many questions arose in connection with the situation where Team A fouled at one place on the floor and Team B at another.

In past years, there was always a question as to when only one free throw should be awarded each team in situations where both teams fouled. It is now clear that a double foul occurs only when opponents foul each other. If both teams foul at different spots on the floor, each foul carries its usual number of free throws. It will be noted that in all these cases of "double foul" or "false double foul," the ball is tossed at center after the last throw. This is provided in 13-7.

Center Jump (8-5): A new paragraph stipulates that a center jump follows certain situations where fouls are committed by both teams but which do not constitute a double foul.

Ball in Play (13-6): This section has been entirely rewritten to cover a number of disputed points which were previously taken care of by special interpretations. In many cases these interpretations could not be justified by rule. The new wording specifies the procedure when one foul is followed by another foul by the same team before time is in after the free throw. The free throws are attempted in the order in which the fouls were committed.

Play: A1 pushes B1. As the ball is being taken to the free-throw line or while the ball is in the air on the free throw or after the free throw has gone into the basket, A2 uses profanity or his team takes an excess time-out or the coach calls from the bench. How is the ball put in play after the last free throw? **Ruling:** Since the last foul called is a technical foul, the ball, following the last free throw is awarded to Team B out of bounds at mid-court.

Play: A1 pushes B1. As the ball is being taken to the free-throw line, it is discovered that A2 has been playing for some time without having reported to the official. Which throw is attempted first? **Ruling:** The throw for the personal foul.

Three-Second Rule (14-11): A player may now remain in the outer half of the free-throw circle for any length of time, with or without the ball. As far as the rest of the lane is concerned, the restriction is the same as for last year; that is, no player may remain in this part of the lane for

more than three seconds, with or without the ball.

The note is more specific than in the past. It clearly states that all boundary lines, including the free-throw line, are a part of the restricted area. The interpretations which applied to the restricted area last year are still in effect. Among these is the one which covers the right of a player to pivot in and out of the restricted area while keeping his pivot foot outside the area.

Play: While A1 is in control, A2 straddles the free-throw line with his left foot in restricted area. After two seconds he lifts the left foot and brings it down again in restricted area. Is the three-second count continuous? **Ruling:** Yes. The count continues until such time as both feet are touching the floor in unrestricted territory.

Note 2 under this section is new. In the past, on double dribbles, the player in possession was required to toss the ball to the nearer official. This did not apply to other similar violations. The present rule applies to any violation which is called when a player is in control of the ball. In all cases, he is required to pass the ball to the nearer official.

Unsportsmanlike Conduct (15-2): Unsportsmanlike conduct is more specifically defined. The section now definitely prohibits the use of profanity and of derisive comments or epithets commonly referred to as baiting. Tactics of this kind are not to be considered "good strategy." They are clearly unethical and should be penalized without hesitation.

Personal Foul (15-11c): This paragraph now takes care of several disputed points in connection with the number of free throws which should be awarded when the same team commits several fouls at approximately the same time. Such situations are infrequent but must be covered by rule. Since only one free throw is awarded each team in the case of a double foul, it's logical to prescribe only one free throw for each foul in the case of a multiple foul.

Here is an extreme situation: **Play:** All five players of Team A deliberately or flagrantly foul players of Team B at approximately the same time. How many free throws should be awarded? **Ruling:** Ordinarily each such foul would result in two free throws. However, since these constitute a multiple foul, only one free throw is awarded for each foul. Consequently, a total of five free throws would be awarded in this situation.

Supplementary Material: All of the supplementary material has been brought up to date. The section contains a great deal of valuable material in the way of statistics, aids to game administrators and reasons for the adoption of certain rules.

John Lawther

(Continued from page 13)

positions on one side of the foul lane; one just outside the foul circle behind the foul line and the other under the basket. They take these positions on the ball-side of the floor. The other players usually follow some rotary pattern of offense.

Lawther's overloaded zone attack is illustrated in **Diag. 7**. No. 1 passes to 2 and cuts around the far side of the foul lane toward the basket. No. 2 can either pass to 3, 5 or 4, who shoot, if possible, or pass to 1, coming around, or to 2, cutting for the basket.

When 2 passes to 3, the latter usually passes immediately to 5, at the foul line. No. 5 can pivot and shoot, or pass to 1 or any other free player. No. 2 replaces 1, 3 takes 2's place and 1 takes 3's position. The rotation continues until someone maneuvers into position for a good shot.

In **Diags. 8 and 9** Lawther sets up a defense against his own offense. These defensive patterns closely resemble the patterns in **Diags. 2 and 3**.

Against a man-to-man defense, Lawther springs the double pickoff in **Diag. 10** as a switch-detector. The

success of the play depends upon the close positioning of 1 and 2, to prevent the guards from sliding when they run into the post. No. 5 can pivot and shoot, pass or just toss the ball over his head to the cutter whose guard has been left at the post.

Should X3, after 2 passes to 5, back off to help out at the post, 5 passes out to 2, as shown in **Diag. 11**. The receiver passes at once to 3, who has advanced to meet the ball. No. 2 then cuts in front of 1, setting up a post. No. 5 leaves the foul line and sets up another post outside the lane, where he receives a pass from 3, who then cuts to 5's right toward the basket.

No. 1 uses 2 and 5 as posts and cuts around on the outside. No. 5 can pull away and shoot, pivot and follow in or give the ball to 3 or 1 with either a hand or hook pass. No. 4 comes out and covers up the play.

Diag. 12 shows another move in the continuity against the man-to-man defense. No. 2 passes to 1, cuts in front and continues diagonally across to set up a moving post for 4, cutting for the basket. No. 1, upon receiving the ball, passes at once to 5, who has hooked up from the foul line; then cuts behind 2 and around 5 toward the basket.

No. 5 may give the ball to 1, pass

to 4, pivot and shoot, or pivot and pass to 4 for a shot. No. 2 continues around after screening and comes back to his position, while 3 moves out to cover.

A play to the side from 2 to 3 also works into the continuity (**Diag. 13**). No. 3 gives or fakes to 2, following up, and passes to 5 (if the gesture at 2 is a fake), who has cut across the foul lane. No. 3 follows his pass and may receive a return for a drive or shot.

No. 4, after faking, cuts for the basket with the initial pass, and may expect a pass from 5. If the pass is not forthcoming, he continues and sets up a post. No. 5 may dribble around this post and take a shot, or pass to 2 under the basket. No. 4 continues on out to defensive position.

Diag. 14 outlines the continuity drill Lawther uses to practice his offense against a man-to-man defense. Players 3 and 4 follow the solid lines and 1, 2 and 5 the dotted lines.

The movement starts from the outside at either the 1 or 2 positions, with the plays in the preceding diagrams as bases for the pass patterns. No shots are taken, but the plays are run according to plan. Whenever the boys arrive at a key position, or post, they look for a play.

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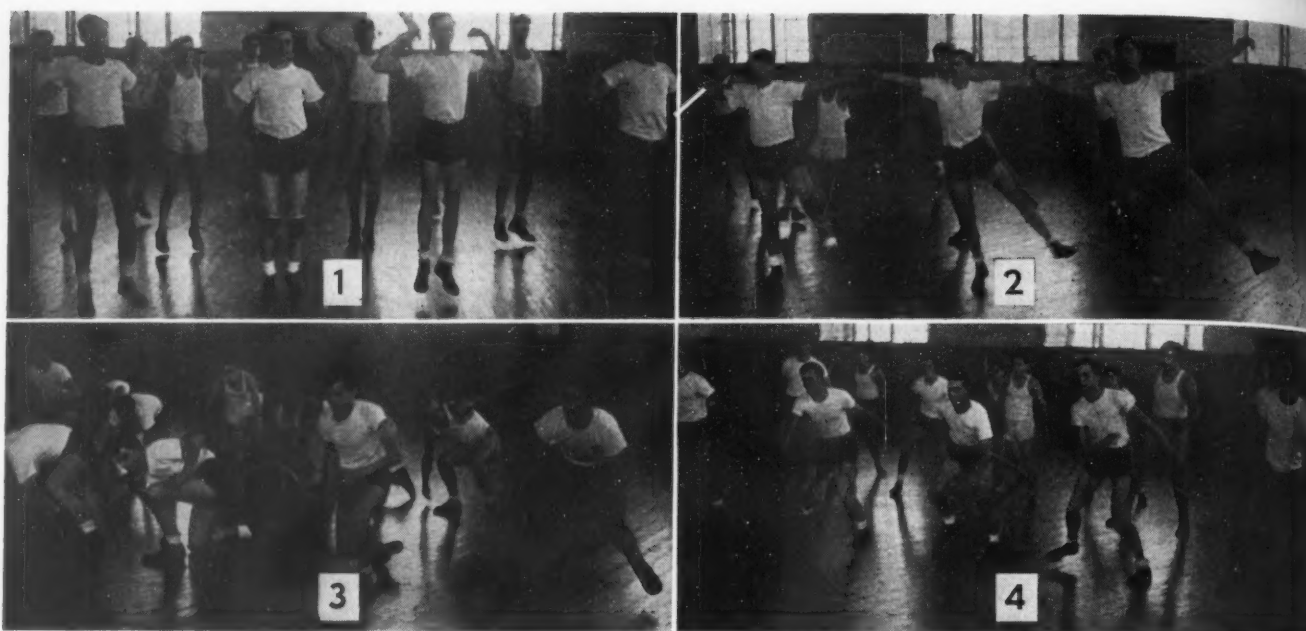
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SOLVING YOUR BIG-MAN PROBLEM

By James L. Quigley

James L. Quigley, former basketball coach and physical education instructor at George Washington High School in New York City, now heads the health education department in the latest addition to the local secondary school system—Fort Hamilton High School.

ALTHOUGH the elimination of the center tap has—as it was intended to—succeeded somewhat in clipping the wings of our altitudinous basketball dunkers, the big man is still very much the *beau ideal* of the coach. For as long as there are backboards and hoops ten feet off the ground, the big man will always have the advantage over his smaller brother.

Unfortunately for the high school coach, a mature, well-coordinated giant is a collector's item. The tall boy he usually comes in contact with is an awkward, gangling adolescent. He lacks confidence. His coordination is poor. He's short on stamina and a little baffled by the speed of the game.

Still he offers intriguing possibilities. Develop *explosive power*, or jumping ability, to go along with his initial asset of height and you have an unbeatable combination.

As in most ventures where the stakes are high, the development program presents quite a problem. The coach must have the patience of an Indian. He must stick to sensible conditioning rules and keep feeding the boy encouragement.

It is the writer's purpose here to present a training program for this type of player.

First, he must have good under-

pinning. The rigors of his assignments are such that without "legs" he is lost. Several exercises from the Danish system of gymnastics may be advantageously employed. They are unsurpassed for their rhythmic, flexibility and relaxation values. At the same time they contribute to the building-up process.

1. From a position with hands at sides of shoulders, execute easy hopping in place with arms striking forward, sideward, upward and downward.

2. Using the same movement,

SPECIAL DRILLS

These drills are especially recommended for the development of the player's underpinning: No. 1, hopping in place; No. 2, lateral foot displacement; No. 3, assuming the pivot from a sitting position; No. 4, swaying, from inner borders of feet.

travel forward, backward and sideward.

3. Lateral foot displacement, with arm striking sideward. Extend right foot sideways off floor, then swing foot downward to floor displacing left foot, and hop for two counts. Meanwhile the left foot comes off the floor and is extended toward the side. As the right foot displaces the left, the right arm strikes the side and the left arm is extended horizontally. After the double hop, the left foot displaces the right and the left arm slaps the side. Repeat several times.

4. Same exercise combined with

knee-bending for balance. After two lateral foot displacements, quickly take a full knee-bend and hold for three counts. Repeat.

5. Rope jumping is a good exercise and provides a change from the monotony of formally-directed warm-up exercises.

The success of leg action in any deceptive maneuver depends upon the ability to transfer weight quickly. As a drill to develop this ability, the following is recommended:

From an erect but relaxed position, sway right, left, right, left, etc., keeping feet on floor. Gradually increase tempo until you're working at a good rate of speed. Sense the change of weight (push-off) from the inner borders of the feet. Knees are on a straight line, not turned outward.

The progression of movement is as follows: From swaying to slight heel raising, to heel pick-up (off floor) to high pick-up. Arms are waist high and bent at elbows. They work in regular walking coordination.

Following this, the player may apply what he has learned in some simple experiences such as walking, running with change of pace and quick stops and go's. Later on he may progress to running backwards, changing direction with backward running—obliquely right, obliquely left. The boxer's step should be employed in these movements. The cue for changes is given by the coach.

The next step is the actual teaching of the footwork involved in the

pivot position, both for the stationary and moving variations. As a rule the pivot man should not break directly to his post. The most effective way of deploying is first to run down the side of the court, circle part way up the end line then reverse and break for the pivot position.

The actual position is one of light balance. The feet are not anchored on an even line. One foot is extended slightly ahead of the other to facilitate a sudden break in any direction. The arms are always extended outwards. The hips are thrust backward and the trunk bent slightly forward at the waist. The catch is made with the hands alone; minimizing the danger of interception and facilitating a pass and reverse.

After teaching the correct mechanics, have the group assume the position quickly from a walk, slide, leap, run, sitting position, and following a low run and recovery of a rolling ball. The boys may run through these maneuvers in regular drill formations, switching from one tactic to another at a signal from the coach.

Advancing further, set a guard on the pivot and teach the pivot how to outmaneuver him while keeping his position. When in doubt as to whether the ball will reach him, or whenever closely pressed, the pivot should always hop out to meet the ball.

Developed inside out

The tall man is developed from the inside out (from the backboard to the center of the court). He should have a thorough knowledge of his duties both on offense and defense. This is his territory. His worth here is measured in terms of driving and leaping power. He must learn to leave his feet; he never reaches, he leaps.

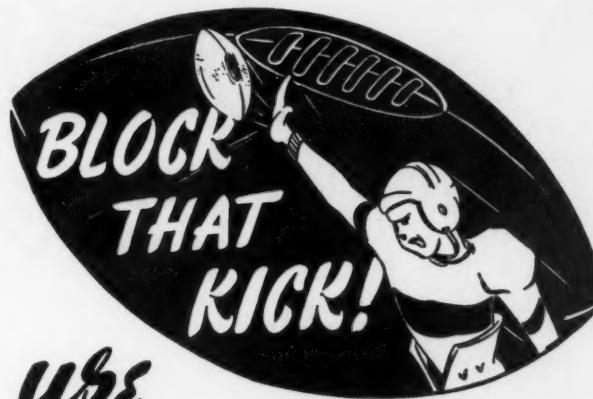
These drills are recommended:

1. Leap, tapping or pushing the ball with the fingertips; no slapping. Emphasize the correct method of landing following the loss of a tap: body poised, feet comfortably spread, weight on the balls of the feet, relaxed yet ready to go in any direction.

2. Same as No. 1, with coach yelling "right" or "left" as the boy lands. This drill is good training for situations in which the jumper may be screened out following a tap. He should get in the habit of accepting advice from a teammate in the rear.

3. Leap, catch ball and return to

(Continued on page 46)



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Coaches' Corner



If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Jesse Stuart, the Kentucky poet and short story writer, tells us that the first football game he ever saw, he played in. On the opening play his instructions were to take out the opposing tackle. He did. The penalty assessed against the Greenup, Ky., High School for unnecessary roughness was forty yards. Jesse says he did a thorough job of carrying out the coach's orders.

A war bulletin reporting the death of the Finnish Olympic cross-country ski champion, Martti Lappalainen, calls to mind Paul Gallico's "Stop-watch," an unusual narrative of another Finnish athlete's heroism in war. The story appeared in *Cosmopolitan* sometime last year.

Wonder how this one came out? The game between two Southern Illinois teams, Eldorado and Metropolis, was called recently during the early part of the second quarter when the light system went on a blackout spree. An hour or so later officials decided to postpone the remainder of the game until the following Monday afternoon. This constituted a record time-out, something like 62 hours.

Officially how far can a player run to make a touchdown? After intercepting a pass in the fourth quarter, Ray Pechous of Morton Junior College, Cicero, Ill., travelled 101 yards to defeat Wilson Junior College of Chicago, 19 to 12, earlier this season. Against Transylvania, fleet-footed Bill Hearne, Union College halfback, speared a kick-off on the fly just before it sailed out of the end zone and toted it all the way back to the other end of the field, 109 yards, for a touchdown. After that episode Union had its troubles; Transylvania won, 55 to 6.

Several years ago King's College, if we have the name right, was defeated, 215 to 0. So far as we know this is an achievement no other team in the history of American football has ever been able to equal. Could someone furnish us the details to check the accuracy of the story?

Dusting off an old wheeze: "They've discovered a new insect called 'Golf moth.' It does eighteen holes in a day."

Not a bear story. Coach N. A. Priscoe, Woodbridge, N. J., reports a new excuse for a time-out—rabbits on the field. Officials Sam Yohn and Lincoln Tamboer stopped a Woodbridge game in the second quarter to remove a pair huddled on the twenty-yard line blinking at the lights. Did somebody pull something out of somebody's hat?

Appropriate Names Department: In the athletic archives of Evanston, Ill., are the names of Napoleon Waterloo, track star, and Cornelius Vanderbuilt Champion, outstanding player on an undefeated football team.

Coach Frank Colucci, McKinley High, Flint, Mich., a frequent contributor to *Coaches' Corner*, asks us if we heard the one about the football game in which not a play was made after the kick-off during the whole first quarter? No, the ball wasn't lost.

"Team A kicked off to team B to start the game. Team B received the ball on the 5-yard line and brought it back to the 20, but committed a foul. The single official in charge of the game exacted a 15-yard penalty that returned the ball approximately to the point where it had been received.

"Immediately the team B coach dashed out on the gridiron to protest the decision. The official weathered a lengthy tirade before he lost patience and ordered the coach from the playing field. The coach continued to ar-

gue until the official, having forgotten the position of the ball, threatened to penalize team B 15 yards. Picking up the ball he started to step off the penalty, but soon found himself in the end zone. Right at his heels the coach snapped, 'Now *where* are you going and *where's* the ball to be placed?'

"While the referee was scratching his head trying to think where he could get the other ten yards to inflict the full penalty, the superintendent of schools, who was acting as time-keeper, rushed out on the field and shouted to the referee that the playing time for the first quarter was up!"

At this point the village constable took over until the volunteer fire department could gather its equipment to help stem the riot.

The highly-touted college star was making his debut as a professional. On defense after the kick-off in the first quarter, he was pretty roughly handled. The opposition pummelled and trampled him without mercy. He was blocked in, blocked out, run over, and knocked down under. Finally, his team got possession of the ball. On the first play, he fumbled. On the second he missed an easy pass. On the third play he was called upon to punt, but missed the ball completely. Whereupon our erstwhile hero threw down his helmet and left the field in disgust.

"Shucks," he told the manager as he headed for the exit, "football's a game. I can't play for money, nohow!"

It isn't often that a coach will tell one on himself. Here's a confession from Coach Murl Mearsland, Central Junior High School, Amarillo, Tex. "During an important game last season I couldn't understand why our opponents were running so successfully to the strong side of their unbalanced line. The next week in practice I learned that my new guard had played on the wrong side of the of-

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defensive center and that my defense during the ball game had played three men against their weak side and two against their strong.

"Incidentally, we won that game and I learned, after twelve years' experience, that football games are sometimes won regardless of how dumb the coach may be."

Add Phenomenal Achievements Department. From the announcer during a broadcast of the Northwestern University-Kansas State game: "That was Benson, folks, going around his own wide end with the ball."

Back in his L.I.U. days, Marius Russo, the Yankee southpaw, was more famous as a basketball player. He captained the first of Clair Bee's undefeated teams. A great floorman, he was also a great shot. But his extreme modesty prevented him from taking advantage of this forte.

In one big game, Russo, in the first few minutes, worked himself free four times, and let fly with the leather. All four shots hit the bull's-eye. The opponents promptly took time out. In the L.I.U. huddle, Russo turned to his gleeful mates and asked, apologetically, "Say, fellows, am I shooting too much?"

(Passed along by "King Kong" Klein, the ex-N.Y.U. star, now athletic directing the Hackensack Y.M.H.A.)

The sixth-stringer hadn't got into a game in three years. Sitting on the bench in his last game, he watches teammate after teammate being laid out cold. Finally only the coach and he are left on the bench. Coach rises as another man is hurt. "Latham," he orders, "Get up."

Latham rises, unbelievably. "Are you really putting me in?" he mumbles. "No," snaps Coach. "I'm putting in the bench."

Football strategy, like a radio gag, becomes new only when it is old enough to have been forgotten by the current generation. Last year it was the T formation. This year it's Ossie Solem's Y formation at Syracuse, featuring a center who presents the seat of his britches to the enemy while passing the ball from scrimmage.

While a bizarre interpretation of the Code Okeson forbids the center from regaining possession of the ball from a back without first spinning like a top (he must perform a 360-degree turn), the backside-foremost snapperback has a number of advantages which may soon catapult it into nation-wide favor.

Now, we're wondering how many men are using this sort of slick stuff in their coaching. Have you any trick ideas that would interest other coaches? How about giving them an airing in *Coaches' Corner*? It doesn't matter whether your idea is old or new, as long as it's different.

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YOU MIGHT BE INTERESTED IN THIS—

John J. Walsh BOXING COACH, UNIVERSITY OF WISCONSIN



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Marba athletic reconditioners offer a complete service for all types of athletic equipment—work guaranteed for one season's use. Fully insured while in transit and in our plant. Stored free between seasons, and delivered when you need it. Make Marba your favorite reconditioner—write today for prices.

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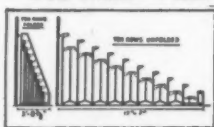
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National Federation News

MICHIGAN, this season, is co-operating with the Interscholastic Football Committee in the compilation of statistics on the advantages and disadvantages of a rule change which would instantly kill the ball on all snap infractions. All high school games are now being played under this procedure.

The official is instructed to consider the ball as "remaining dead" for the following snap infractions: failure to stop one second after shift; back illegally in motion at snap; encroachment on neutral zone; ball not horizontal or not perpendicular to goal line; impulse not in one quick motion; snapper moves feet during snap; snap made to player on line; Team A makes false start; player without headgear at snap; fewer than seven A players on line; player prostrate at snap; teammate of snap receiver less than one yard behind line; center, guard or tackle less than five yards behind line.

This includes every snap infraction with the exception of offside, and there is some possibility that this also will be included, provided the present modification works out satisfactorily. As a result of the Michigan action, the national committee will be able to ascertain the desirability of nationwide action along this line.

Ohio: The *Ohio High School Athlete* made its debut in September. In a number of respects it is a model publication. The cover, in two colors, has an unusually attractive design, featuring the map of the state. Editor Townsend, his staff and the state association are to be congratulated on this progressive action.

One of the articles in the initial issue outlines the attitude of the Board of Control with respect to the interscholastic football code. They recommend full adoption of these rules for 1942. A vote among the schools will be taken during November.

Pennsylvania: The *Pa'thlete*, organ of the state association, has become a real force for good. Printed in tabloid newspaper form, it is the athletic administrator's bible. The tremendous amount of careful work which goes into its preparation is another indication that the Quaker state group doesn't throw itself into anything half-heartedly.

One of its more colorful activities is a state-wide cross-country run which will involve hundreds of boys and which will end at Independence Hall in Philadelphia at 11:00 o'clock on November 11. The last runner will deliver to a personal representative of the President a baton containing the message: "To the President of the United States: I pledge allegiance to the United States of America and promise to keep myself physically fit, because it is my first responsibility as a citizen."

Northwest States: Football meetings conducted by the Secretary of the National Federation were sponsored by the state associations of Montana, Washington, Oregon and Idaho. Oregon is the only state in the Northwest which has a full-time executive officer. A few months ago, Secretary Troy Walker divided his time between the athletic association and the educational association.

In Idaho a separate office for the state association is maintained even though Secretary E. F. Grider doesn't devote his entire time to the work. A close relationship between the state athletic office and the office of the Idaho Educational Association, plus the assistance of Mrs. Grider, make it possible to keep the state athletic office open most of the time and for the association to sponsor a progressive program.

Rocky Mountain States: Primarily for the benefit of the Rocky Mountain states, a regional conference is being sponsored by the Utah Board of Control at Salt Lake City on November 22. All states are urged to send representatives. Further details relative to the program will be sent to all board of control members in the nearby states. These details will be sent in the form of a letter announcement.

Illinois: All football and basketball officials are now required to take an examination. Heretofore, the exam was required only of officials desiring promotion.

To facilitate the transition to the compulsory exam, Part 1 of the National Federation football exam was mailed to all officials at the beginning of the season and before the first interpretation meeting. This constituted an excellent review of the code and a good preparation for the first interpretation meeting. Part 2 was given under close supervision during the first week in October.

General: There is a growing tendency on the part of many state associations to set up machinery whereby parochial and private high schools may come in as members or affiliated members. Among the states which have recently taken action along these lines are Illinois, Iowa and Oregon. In these states, schools, which in past years were not eligible for membership, may now become full members.

In at least one case, a school which did not have a competent faculty member to coach the major sports was permitted to secure someone from the outside. His services, however, were paid for by the school on the same basis as for the other faculty members. In Indiana, this question is now up for possible action before the Athletic Council.

Several states, notably Michigan, have operated for a number of years under a constitution which grants

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full membership to any recognized high school—public or private. Those states which don't believe in such a wide latitude can render a real service to scholastic sport by working out some form of affiliated membership.

If every state would perfect such machinery, it would be possible to cover all interstate relationships with a blanket rule. This matter was brought up at the last annual meeting of the National Federation, but no action was taken as some of the states wanted more time to consider the problem.

Getting Personal: W. F. O'Donnell, who served as president of the Kentucky High School Athletic Association for a number of years, has recently been promoted to the presidency of the Eastern Kentucky State Teachers' College.

Floyd Rowe, who has been active in National Federation activities, especially as chairman of the National Basketball Committee, has taken over the principalship of Collinwood High School of Cleveland—the largest high school between New York and Chicago. Rowe's administrative abilities make him particularly well-fitted for his new work.

Soccer

(Continued from page 9)

more or less of a touch shot. On the blast shot the boy should try to hit either corner of the goal, depending on where the goalie is standing and the position on the field from which the shot is taken. Many high school boys erroneously shoot directly at the goalie.

The touch shot is a good scoring kick from scrimmages in front of the goal. A loose ball which doesn't need much impetus to send it into the goal, may be "touched" in with the inside of either foot.

On throw-ins the halfback should recover the ball as quickly as possible and throw it down the field to an open man before the defense has time to cover up. An accurate throw-in is more desirable than a long throw-in which goes to an opponent.

The halfbacks should have an understanding with the wing men and insides. Hand signals can be used to designate the direction of the throw, and also whether it should be tossed at the foot, chest or head. When deep in the opponents' territory, it is sometimes wise strategy for the wing man to make the throw-in, particularly if it catches the defense asleep.

In next month's installment the authors will cover the long and short passing games, penalty shots, defensive play, and training.

DON'T CODDLE ATHLETE'S FOOT DESTROY IT!

Athlete's Foot is a stubborn fungus infection that can be controlled only by a powerful, especially prepared fungicide. Alta-Co Powder is not a general germicide that is also used for combatting Athlete's Foot. It is a scientific preparation, developed for the specific job of killing the many fungi of Athlete's Foot—and it does just that.



- Alta-Co Powder kills Athlete's Foot fungi in less than 60 seconds.
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No other material for this purpose possesses these three vital advantages

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This is suggested where Athlete's Foot Control is enforced, and a check on its use is desired. The slight yellowish tint is evidence of application.

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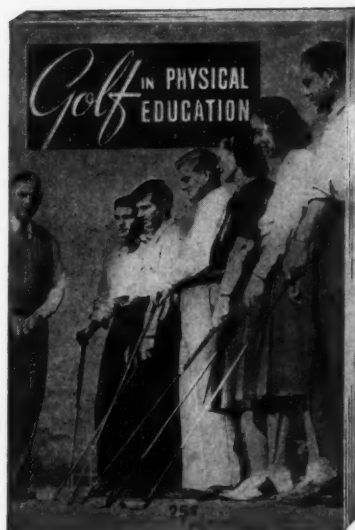
Let us send you our free 32-page brochure on Athlete's Foot. It gives much valuable information on the different kinds of Athlete's Foot fungi and how to control them.

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in or out of the Water . . .
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ARRA SPORTVIZORS protect the glasses, but do NOT impair vision. Light weight, comfortable, adjustable, ARRA SPORTVIZORS should be on your equipment list for all athletic teams.

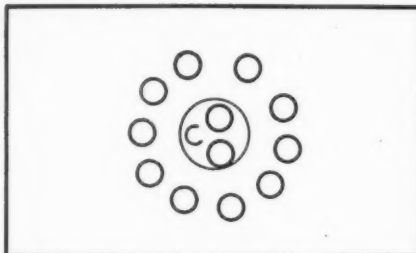
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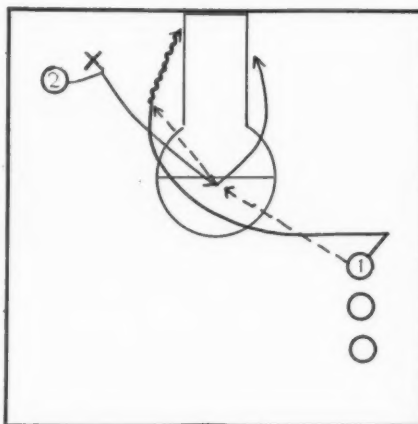
Big-Man Drills

(Continued from page 41)



Diag. 1, Keep-It-Up

The boys form a ring around the outer edge of the center circle, with the two tallest men inside the key. After the coach tosses up the ball, the boys try to keep it aloft by constant tapping with the fingertips. The jumpers move out of the key and join the others. Every time the ball touches the ground, play is resumed with a jump ball.



Diag. 2, Leap, Tap and Go

The tall men (2) deploy in the corner. At a signal, 1 wafts a well-arched, soft spot pass in the direction of the foul line. Meanwhile 2 feints and breaks for the line. He leaps as high as he can and taps the ball obliquely to the rear to 1, who has feinted right and cut around him. As 1 dribbles in for a shot, 2 clears out to the opposite side, driving in for a return pass or follow up.

position. (Later, work in a pivot.)

4. Keep-it-up drill. (See Diag. 1.)
5. Leap, tap and go (Diag. 2).
6. Leap and tip-in shot (Diag. 3).
7. Underneath basket (Diag. 4).

8. Same as No. 7, with three men under the basket with their backs to the outside group, awaiting the rebound. The outside group form a semi-circle about 21 to 25 feet out, and set shoot. Two balls are used. After the shot has been recovered and replayed by the rebounders, the ball is passed out.

9. From pivot position with back to basket, leap-turn to the inside for a two-hand overhead shot (Diag. 5).

A big man with a well-rounded arsenal of individual weapons is a dangerous threat around the foul line, especially in those trying last

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E-L-A-S-T-I-C adhesive bandage. It never slips—allows free movement of joint. Provides firm support. For prevention and care of injuries to ankle, knee, elbow, wrist, thigh, etc.

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Free sample sent to physicians, coaches, and trainers upon request.

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HOW TO PLAY BETTER BASKETBALL

By Ralph Henry Barbour and La Mar Sarra. Here is a book written especially for high school, prep school and junior college coaches and players that sticks to fundamentals. All phases of defense and offense are carefully explained including ball-handling, receiving, dribbling, footwork, passing, and the various techniques of shooting field goals and foul shots. All the systems of play now in use are discussed and analyzed. \$1.50

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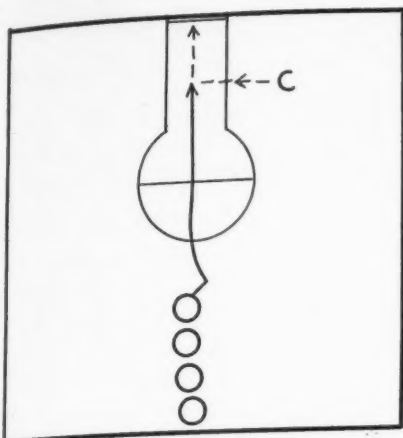
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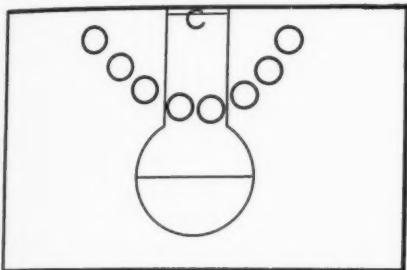
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If you would like an extra copy of Scholastic Coach a year's subscription will cost you only \$1.50. Send your order to SCHOLASTIC COACH, 220 East 42nd St., New York, N. Y.

**Diag. 3, Leap and Tip In**

The coach lofts the ball well up in front of the basket. The player feints, drives in hard and leaps well off the floor with arm extended. At the peak of his jump, he establishes contact and tries to tap the ball in. The idea is to tip the ball in with the fingertips, not slap it in.

**Diag. 4, Loose Ball Tip-In**

The group forms a semi-circle in front of the basket. The coach may drop the ball at any man's feet, roll it to him or shoot him a blind pass. Upon getting the ball, the player immediately leaps as far off the floor as he can, raises the ball overhead in both hands and at the top of his leap, releases it softly against the bank.

minutes of play. These are the weapons he should be constantly striving to perfect in practice:

1. Drive and shot.
2. Drive, quick stop, feint—looking up at the basket, pivot and shot.
3. Drive, quick stop, feint right or left—looking up at basket, pivot and shot.
4. Drive, quick stop, dribble, leap-turn and shot.
5. Drive, quick stop, dribble, feint, pivot and shot.
6. Drive, quick stop, step-away pivot and shot.

In these drills the coach, his assistant or the players themselves may take turns at passing the ball (flat) to the foul line. Each maneuver should be executed on both sides. To simulate game conditions, a guard may be placed on the cutter. Following his shot, the player should maneuver to the inside of the oppo-

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☐ BOYS' SINGLES ☐ GIRLS' SINGLES ☐ DOUBLES

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Enter Your School Now

The National Scholastic Badminton Tournaments — all intramural — are open to all senior high schools in the United States. There is no entry fee nor any red tape attached to entering. Each school has complete control over its own tournaments, and may hold them any time this fall or next winter. Handsome medals, suitably inscribed, will be presented to the winners of both the boy and girl tournaments in each school. Free draw charts will also be furnished to every school holding a tournament.

To Enter Either Tournament, or Both, Just Mail the Above Coupon

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CULLUM & BOREN (28)

☐ Basketball Uniform Catalog

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DENVER CHEMICAL (39)

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(See inside front cover)

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☐ Catalog, Athletic Equip.

FAIR PLAY MFG. (29)

☐ Catalog, Scoreboards

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ON PAGE 48 OPPOSITE THIS SPACE ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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Here's a definite, organized program for your softball players, sponsored by the makers of PEPSI-COLA and sanctioned by The Amateur Softball Association of America. These tournaments, all intramural in nature, are available to every high school in the United States. There is no charge, no obligation. All you have to do is fill out the coupon below. You will receive a drawchart and a trophy for every member of the winning team. You may run the tournament any way you choose.

For complete rules and suggestions, see insert between pages 16 and 17.

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I anticipate in boys' tournament in girls' tournament.

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(See page 47 for other listings)

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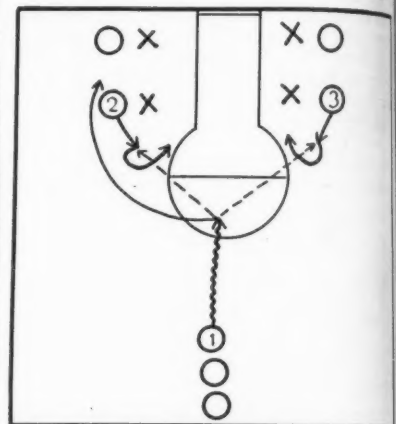
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nent in the most advantageous spot for the recovery.

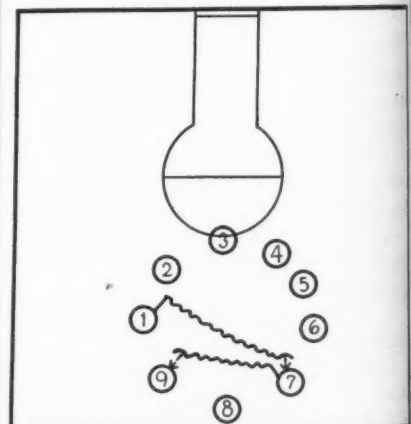
As a rule, in the early stages of the tall man's development, he should not be encouraged to over-indulge in dribbling. This technique is definitely the small man's forte. For the tall man up front, the use of this skill is somewhat restricted. However, as a lead-up to a screen, the dribble lends itself well to the big man. The drill in **Diag. 6** offers an excellent means to practice this stunt. Two balls may be used; the variations are unlimited.

In closing, remember, the average big man hasn't the endurance of the smaller player. Don't make a fast breaker out of him.



Diag. 5, Leap-Turn and Shot

As 1 dribbles down the center, 2 and 3 break for the edge of the circle with their guards in close pursuit. 1 passes to either pivot, who leaps and turns towards the basket in one motion. He shoots at the top of his jump. As a variation, the passer (1) may cut around the receiver.



Diag. 6, Dribble and Screen

No. 1 feints and dribbles to his right, moving until he comes to a stop with his back to 7. He passes the ball back and holds still. The receiver repeats the maneuver, dribbling up to any member of the circle and flipping the ball back. The variations here are unlimited. After getting the ball, for example, 7 may feint left and dribble around 1, using him as a post-screen.

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